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REAL-TIME EMBEDDED COACHING, AN EFFECTIVE TOOL

FOR WORKING WITH FAMILIES

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>> Good morning!

If I got your name, you're in the right session. Real-time Embedded Coaching.

I just wanted to tell you -- several asked about a WiFi access code. Unfortunately, there is none. Only the presenters have WiFi. That's my understanding.

And without further adieu...

>> Okay, so we're having a little bit of a technical problem that is going to be resolved. It's just a matter of time. The computer is having to catch up with all of my video. So let me welcome you and tell you good morning. And we're going to be videotaping the session. The purpose is not to use it for anything that will be shown to anyone. It's so that I can get it transcribed and the goal is to eventually use this information to inspire me to begin to write a book about doing coaching. So the idea was if we transcribed it and I had to edit, maybe that would motivate me to continue writing. We'll see if that actually happens.

I want to welcome you. My name is Betsy Brooks. I'm from the Moog Center for Deaf Education in St. Louis, Missouri, and the topic for today is going to be working with parents to do what I have termed "real-time embedded coaching."

So the first thing I just need to know, is there anyone without a PowerPoint presentation so I gave that as a handout as you walked in. If you don't have one, raise your hand. And Madeline, my trusted assistant will run this to you very briskly.

And then the second question is.... we sent you an email that had the five handouts in it. There was one person whose email did not work and it kicked back. So if you know that you did not receive an email, if you raise your hand, we can bring you those five handouts as well.

Perfect.

All right, so put your hands down until she's finished with that. And then she'll bring you these five.

Okay, there are three people, I think, that need these five. Thank you.

So now those of you that need the extra handouts. We're okay... no, no, you're doing it wrong. Those are five different handouts, so you need to give one of each page. Sorry. I knew that. You just didn't.

Again, you weren't listening to what I was thinking in my head...

[chuckles]

I don't understand that at all.

>> Maybe there's nine copies left of those now, so looks like we'll be okay.

Okay. So I'm going to go ahead and do the first few slides since you have the PowerPoint handout, it's fine, they're the easy ones.

So let me just start with, how many people in the room are currently doing parent-child sessions? It's ready?

We're good. Okay.

I'll keep this for now. Are you currently doing a parent-child session?

Okay. Great. And how many of you are teachers of the deaf?

And how many of you are audiologists?

Okay. It's great there's -- no one is alone. That usually doesn't happen. Usually there's one lone audiologist.

And speech pathologists?

Okay. So those of you who are not currently doing direct parent-child sessions, why are you here?

Yes?

So she's the director of outreach. You have people who are doing these?

[ off microphone ]

>> You've been doing it many years and now helping others doing it. Perfect. Anyone else?

Yes?

[ off microphone ]

>> She's a technical assistance provider to the state's Part C early intervention. Anyone else? The audiologist?

[ off microphone ]

>> So she works for Advanced Bionics and does educational tools to help other people like tools for -- what's it for, tools for schools?

Tools for schools. Thank you.

All right. Let's go ahead and get started.

So these are the learner objectives. I'm not going to go over them. You all have them on your PowerPoint. This is my hope for today. So my hope for today is that you'll leave with practical ideas that you can actually implement tomorrow. I want this session -- we're going to be together all day. I want it to be more than you just leave inspired. I think a lot of times we go to presentations and we are very inspired by the presenter and we recognize that the presenter has great ideas, but then we get back and we take all those handouts and PowerPoints and we put them in a file and we maybe come across them a year later and we think, "oh, that was such a great idea, but I can't remember what I was supposed to do with it."

So I'm hoping that today we'll have enough time together that you'll leave with some way to change what you're doing that -- which I hope is why you came. I feel like I asked for the whole day to do the presentation because I thought that if I did a whole day presentation that you would leave with something you could actually implement and not just feel inspired. So my goal is that you're able to leave with something that you can actually implement.

I hope that you'll be convinced to change some aspect of your practice to make it more meaningful to the parents with whom you work, and I'm hoping that I can convince you of that during the day. That's probably why you came. But then hoping that you'll be like, oh, yes, I can totally do that. That would be great.

And I'm hoping that you'll recognize and understand and be willing to try to implement the -- some of the components of the coaching as I'm going to describe them and suggest them. So what I would like you to do now is to just, you know, a piece of paper, scratch paper, PowerPoint, whatever, is write down at least one thing that your hope is for today, what is it that you want to learn, and so the sentence starter could be at the end of the day "I hope that...." If you'll take a minute and write that down, that would be great.

>> BETSY MOOG BROOKS: Okay. Is there anybody who would like to share your hope for today? If you share, I'll know what it is you're hoping to learn and I'll make sure I at least address it, so it would be great if someone would be willing to let us know what they're hoping to learn today.

[ off microphone ]

>> BETSY MOOG BROOKS: So she says she wants to be better at coaching than taking over the lesson. So I'm going to give you a lot of strategies for how to not take over the lesson. That's a great point. That's a problem that we all have. As teachers, it's really hard to watch someone do it not well when you perceive that you can do it better. But we're going to see some examples of why that is probably not the best way to do it and why we need to help ourselves do it better. So that's a great point.

Anyone else?

Yes, right there.

[ off microphone ]

>> BETSY MOOG BROOKS: She's looking for resources. I'm not going to be -- I don't have built in to my PowerPoint specific resources, but maybe during lunch I can create a slide that will give you some resources.

So my trusted assistant with remind me of that. Yes, somebody else was back there that had an idea. Yes?

>> [ off microphone ]

>> BETSY MOOG BROOKS: Okay. That's a problem that we all have, so she's looking for ideas for working with the parents who seem to be more passive and disengaged. So we're going to talk quite a bit about strategies for engaging parents. But I'll tell you right now... you're still going to have parents not engaged. I have one video of a parent who engaged for some of the video clips and then when we go to the part where she's supposed to talk about how the lesson went, she won't even speak. So I have that in there intentionally so we can discuss that. That's great.

Anyone else? Yes?

>> [ off microphone ]

>> Okay. So her comment is that she's hoping to be able to help interventionists so that when they implement with the family, the family can continue doing what they're doing when the interventionist is not there. That is going to be really the crux of what we're talking about, sort of changing some of your strategies and the rationale why, and the big rationale is so that parents can do what we're doing with them when we're not there. So thank you for bringing that up.

Anyone else?

Okay. Then let's move forward.

All right. So let me just tell you a little bit about myself, but a little bit about how this change happened for us at the Moog center. So the change happened, I think in like 2008, around in there. I had already been providing parent education or parent support for more than 15 years. And because of the nature of just who I am and how I do my work, I am always looking to make things better and to be able to do more. So I started talking -- at the time I was the director of the Family School Program, and so I started talking with the Family School teachers, those teachers who were providing the education to the parents about what could we do to change what we're doing now. So I think we were doing great things, but I think there's always room to do things better and to improve. And so I was really pushing that with the staff of people. So that included a group of about nine people at the time.

And we talked about what we thought was good and what we thought was not so good, and so I went on a journey. I went around the country and visited probably -- I don't know -- maybe 12 or 15 different programs around the United States. All of the programs I visited were private oral schools teaching children with hearing loss to talk. But I should say now, everything I'm talking about totally applies to families with whom you're working, who are using sign language. There isn't anything different about it except your communication mode would be sign language instead of spoken language. But all of the strategies completely apply. And they apply as well to working with student teachers. It's the same principles. So we just need to keep that in mind, that it's not just strictly for working with children whose parents have chosen a spoken language approach but also the strategies work with student teachers and the strategies work with families that are using sign language.

So I went and I visited these 12-15 programs and really thought on the front end that I was going to find something that, when I saw it, I could say, yes, that's exactly what we need to do and that's how we need to change. And I was incredibly disappointed to learn that what we were doing was already far superior to what I saw. I went to a lot of places. I went to a lot of places with great reputations that I thought for sure I was going to see things that were just so different than what we were doing. That's not what happened at all. So I went back to the staff and I said, okay, this is my idea sort of in my head. I'm not really sure how to make it happen.

And so we spent two years with me at every weekly meeting saying, has anybody tried this? This is my idea. Please try it. Everyone looked at the floor and nobody wanted to do it. And the changes happened very slowly. And so it took about three years from the time I really thought about doing it until we actually were doing it.

So we've been using real-time embedded coaching now for more than ten years really, I guess. Maybe eight years. But what you're going to see on the video -- and I have a lot of video clips to share with you -- is it's still not perfect. These videos, except for one, they were all taken within the month of February, so they're fresh and brand-new, and as a result of analyzing all the videos and finding clips for you, I had to go back to the group of women who are doing these and say to them, I've watched 20 hours of video and no one did it right. Like there was no one video that was perfect. So I do not have a video to show you that is perfect from beginning to end.

So, again, we're back talking about what we need to do to make sure we don't forget what the strategies are. You'll see when we start talking about the strategies -- of course, it's easy to be critical when someone is in a video and you can watch it over and over again versus when they're live and the moment is gone.

So that has happened. And we have ongoing times that we talk about what we're doing. The other thing that happened is in 2012, I began working on my doctorate. And my study -- what I -- my course of study is adult instructional leadership, but the emphasis is on a field called andragogy, which like pedagogy is the study how children learn, andragogy is how adults learn.

And so I've been spending the last five years learning about that, and so at that time when I started working on my dissertation, I then began doing a lot of research, of course, in preparation for my own research related to coaching.

And so the coaching gurus of today are Rush and Sheldon. So they have a book that is the Parent Coaching Handbook. I think it's 2011. And so the ideas that are in Rush and Sheldon are the ideas I had all those years back when I went looking for something. They were ahead of me so they're really wealthy and they've written several books, and I have nothing. I'm just here. So what I learned from Rush and Sheldon was there are components to this coaching, and the last component that we were not including at the time is called "reflection and feedback." And then we added reflection and feedback later to what we were doing. So we're going to go through and talk about the different components, but that's sort of the background of how this evolved.

As I was mentioning, my dissertation was on the application of real-time embedded coaching principles to working with parents of children with hearing loss who were learning to talk.

And so I just finished my dissertation. I just haven't defended yet. But I have all the research. So I know this is a good thing to be doing and now I have research to prove it.

All right? So that's that.

Does anyone have questions about how we got here?

Okay. So this is what is going to happen today. We're going to talk about coaching and the components of coaching. I'm going to define coaching and describe it for you. We're going to talk a little bit about adult learners, so that we're all sort of on the same page and I can give you that perspective. We're going to talk a little bit about the characteristics of an effective coach. Then we're going to move into the actual nuts and bolts of the embedded coaching, the real-time embedded coaching. And then I think that's how far we're going to get -- oh, no, maybe we'll get to coaching techniques. The handouts that I gave you, I'm going to work with those and embed those into the PowerPoint. I just didn't want to have to write all that information on a slide and then it would be only this big. It would be easier for you to have it as a handout.

We'll talk about the challenges of coaching and when we come back from lunch we're going to spend the entire afternoon just looking at videos so you can see what it's supposed to look like and talking about it and talking about what we think we can do change or what you can do to change how you're practicing now. So that is what the day looks like.

We'll take a 15-minute break this morning at 10:30 and another 15-minute break this afternoon. And then we'll have an hour for lunch from 12:00 to 1:00.

Okay. So let's get started by just getting us all on the same page about the parent-child sessions. So I made an assumption that the time that -- when you're engaging with families, the time you're allotted for that is 60 minutes. So I just mapped out what a 60-minute session would look like, the way that I would do a 60-minute session. So you enter the home or the family is coming to you, however that is. You're saying "hello," you're checking the device to make sure that the device is working, and then you're going to state your plan for the day. So this right here could be something new for some of you. So this is something that many years ago I don't think we implemented. I think we knew what our plan was. I can remember when I was being taught how to do this, the woman that was mentoring me just carried a Post-It around with her bullet points on it and I found it completely shocking that with a 4 point -- a post it with four points on it, she could stay busy for an hour. How in the world am I going to be able to do that with only four bullet points?

I think in our heads we have those four bullet points, especially if we've been practicing for a long time. So we know where we're going with that and we don't always share that with the family. We walk in, we have a plan, and we just start doing our plan.

So my suggestion is that one of the ways to engage the family is to include them in the plan. It's really easy to stay passive if someone is leading you by the chain, and that's essentially what we're doing when we don't state the plan.

And so on the front end, I would state the plan. And one of the things we're going to talk about is, I would even include the parents in on how much time do we want to spend on each one of those bullet points?

So right off the bat, at the front door, we're already engaging the family in what we're doing. And so even if they say, "that's fine, I don't care," you're sending a different message if you don't include them. By asking, at least you're saying I respect what you have to say and I respect how we're going to use your time, but -- are you looking for a seat?

It's going to be important that you don't sit alone because we're going to have working groups. So there are seats up here. If you want to be towards the front.

You're fine. Yeah, there are plenty of chairs.

Thank you.

Okay. So by asking questions of the family, you're demonstrating that you respect them. By not asking questions, you could unintentionally be sending the message that what they have to say or what they have as input isn't actually important. And I think that we forget that because we have our four bullet points, we've been driving in the car on the way there, we're deciding how we're going to do this. We're already thinking about how the session is going to end so we can get to the next one and we need to slow down and try to include the family in as many ways as we can along the way.

All right. So you may be -- you're going to want to ask how have things gone since I was here last week or two weeks ago, whatever that may be. And, again, that will engage the family. If you ask questions that are open ended and that are not yes/no questions, like "how is everything going?" And they say "fine," that's not going to get you far. If you ask specific questions like... "is Johnny saying new words or signing any new words or is Johnny understanding any new words since last week?" And they say yes. Then you should say, why don't you give me a list of the words and start to draw the person in by asking more specific questions.

It's most unlikely that the person would say "nothing has changed." Because even if it's something physical, if the child hasn't been walking and now they're walking, that's important to us because that tells us a lot about how we're going to manage the environment if they're walking now or crawling now, and before they were stuck in a chair on our laps.

It's probably going to be some of the time in some sessions that you're providing information. So as the person under Part C for birth to three children, we eventually have to prepare as the providers the family for Part B or their IEP or transitioning into early childhood special ed. And so all along the way we need to be dropping little hints and tips about what the IEP process is going to be like. Because the only place they're going to get that information is from their providers. So it's really important that you're providing that.

You may be providing information about hearing and hearing loss. You may be providing information about devices. You may be providing information about resources. So those are all the kinds of information that you could be giving.

Then in order for the parent to know what your expectations are when you're coaching them, it's really important that you provide some demonstrations. So if along the way you're going to be -- the parent is going to be reading a book with their child and you're going to be coaching that, and you have some very specific ideas about how that should look, in order for the parent to know what you're thinking, you're going to need to do a demonstration.

So the information you provide might be the ideas you have about reading the book. You might have an exchange of information about that. And then you'll do a demonstration to show what it is that you're talking about. So in the case of a book, it might be positioning, so the child has access to whatever they need to have access to, whether that's lipreading, or if you have the child in your lap and signing in front of the child, however that is going to work. If you're working with a profoundly deaf child learning to talk who doesn't yet have amplification because they're not -- or they might have hearing aids but they don't have a cochlear implant and they need one, then having the child on your lap is probably not going to be a good idea for reading a book, because they won't have any input if you're sitting behind them.

So those are the kinds of things -- we'll be talking about these as we move through the day.

And then maybe in the same day but maybe not in the same day there will be a component of what is coaching, which is the return demonstration. So you can't really have a return demonstration if you haven't had a demonstration. And that's why it's called "return demonstration." So it implies that someone demonstrated something and now the parent is doing that same thing and so it's a return demonstration. And that's where the embedded coaching is going to happen.

And then at the end of the session you're going to determine what they're going to work on or their homework during the week, and that gets to the person who spoke about, I want them to be able to do this when the interventionist is not there. You talk about what they're going to work on when you're not there.

And then you'll sort of wrap up and then schedule the time and the plan for the next meeting. And we're going to talk about that especially during the embedded coaching.

So that lays out the entire 60-minute session, and we're going to focus most of or our energy on just the one component of the coaching or return demonstration. okay?

Does anyone have any questions about that? Yes?

She's asking: What is a device check? That's when you're checking to see if the child is using a hearing aid, bone conduction aid or cochlear implant. You want to make sure before you start working with a child, that if they're using a device, that the device is actually working. It may be for those that have experience with this, there are those parents that actually don't know how to put the device on their child, even though they've had the device for more than several months. And so one of the strategies for the device check is to -- even if the device is on the child when you arrive, is to take it off of the child and hand it back to the parent and watch them put it on, because maybe you're doing your session with the nanny and the nanny didn't put it on, but the mom did, and so then what you know is if the nanny is there, when the child takes a nap and the device isn't on, after nap that device isn't going to go back on until the mom comes home if the mom put it on before she left the child with the babysitter or nanny.

So I always like to take the device off, listen to it myself, pass it to the parent, have the parent listen to it, and then have the parent put it back on so that I can see, are there struggles in putting it back on? Because if there are, you, if you have experience, may have a lot of ideas and strategies for how to get the device back on, especially, you know, very young children, as fast as you put it on, they're pulling it out. Parents really need a lot of help getting the device back on. If the child isn't wearing the device, then the device isn't doing any good.

Any other questions?

All right. Okay. So this slide goes to what I said at the very beginning. You want to review your plan for the day. So you're going to state your idea for the plan, include the list of activities, and the. Amounts of time. The reason I add this piece about how long you think it's going to take is because when you get to the part where the parent is going to do the activity with the child and you're going to coach it, they need to know at the beginning when you get started how many minutes is this going to be? Because it's going to be hard and intimidating for a lot of parents, especially the passive ones. That's going to be really challenging. So if they look panic-stricken, instead of doing coaching for 10 or 15 or 20 minutes, you may say, we're going to do it 3 minutes. Then they know, I only have to panic for 3 minutes. So for the parents who are less -- who are more apprehensive about doing it, you may shorten the amount of time. When we do tele-therapy and we're coaching and it's a 60-minute session, we coach for at least 50 -- 5-0 -- of the minutes because there's nothing else we can do while the child is there and we can't entertain the child while coaching, so those tele-therapy sessions we're coaching 50 minutes and the parents are fine once they get used to it and the children stay with us the whole time.

So I know face-to-face this is also possible. The issue is, exactly as this woman stated, we take over the lesson. The reason the sessions don't last longer when coaching face-to-face is because we cannot help ourselves. And when the parent isn't doing it well, we cannot keep ourselves from just inserting, and when we insert, we immediately are suggesting exactly what we're thinking, which is "I can do this better than you can." And the minute we insert ourselves, we send that message. And so even the most outgoing and confident parent loses confidence every time we insert ourselves.

So we just need to be thinking about that. Uh-huh?

>> [ off microphone ]

>> BETSY MOOG BROOKS: Yep. Okay. So what she is saying is that she feels pretty good about not inserting herself into the situation, but she feels less confident about how does she help the parent so that the parent is able to do what she wants her to do. So the issue is, you don't feel confident in your ability to articulate what it is that you want the parent to do. Okay, we're going to spend most of the afternoon learning how to articulate what it is that we want the parent to do. So we'll address that.

So first we're going to state our plan. We're going to list our activities. We're going to give the. Amounts of time. And what I'm hoping is that you might start with only a few minutes of coaching some of your families, but that your goal will be to reach at least a 20-minute coaching session.

If you can reach a 20-minute coaching session -- there's chairs at this front table.

I know, sorry.

If you can reach a 20-minute session, you will significantly increase the likelihood that the parent will do something that you've helped them with when you're not there. If you're only coaching, say, for three minutes or five minutes, it's too short a period of time to have the same effect. It's no different with therapy with the children, if you think about it that way. A lot of this applies. Although I don't believe adults learn the same way that children do. I do believe the manner in which we interact with adults should be very similar to the manner in which we act -- we interact with children. So when working with children, and they're not understanding the directions, we take the time to restate the directions, rephrase them, and give another demonstration. And with adults we tend not to do that because we perceive them as adults and they should not only understand what we're saying, but they should know what we're thinking in our heads.

And so what I would say is when an adult is not doing what you want the adult to do, you need to think about your behavior and change that, because you're going to need to change your behavior in order to change the adult's behavior. So you should go back to giving a demonstration. So one strategy would be, if you're not feeling confident about how to articulate, you could do another demonstration. And we're going to talk about that being a focused demonstration, where you give the parent something that they should be watching for, and that's the thing -- that's the very specific thing you're trying to teach the parent. We're going to talk more about that.

You're also going to need to provide clear -- a clear explanation of your expectations, so that goes to that, and we're going to talk about that. I've got a specific slide. And we're going to ask the parent for input and suggestions. So you've given them your bullet points. You've told them how much time. And then you say, do you feel okay about that? Is that order okay for you? Would you like to do it differently? Would you rather you do your part first and then I do a demonstration? Would you like to spend more time with me coaching you and less time with me talking to you?

And just, even if they agree with everything, by human nature, the act of asking for their input will make them trust you more, have more respect for you, and it will make it easier for the passive parents to engage, because you're asking them for information and they have to answer. Although sometimes they don't.

All right. So if you are going to do a demonstration, you would select an activity with the parent that seems logical. Oh, you know what I forgot to tell you? Sorry about that. My notes aren't up here because of the way they did it. So they're down here.

You have a handout that is titled "Parent Support Session: 60-Minute Lesson plan ."

Does anyone not have the handout in

Okay, Madeline, three more people.

So the title of the handout is "Parent Support Session: 60-Minute Lesson Plan."

You don't think we have more?

Oh, no. So we have one and a half more handouts. So she'll give those to the people and then maybe we could make some copies at lunch for the people that don't have them. So just remind us.

She's collating apparently.

I might have one more...

So on this handout, it talks about that you want to have a lesson plan with objectives. So you need to know what you're doing and why you're doing it, and we're going to talk about the different things that could be your objectives in a little bit.

Then the next bullet point maps out that 60-minute session and then it talks about the introduction, stating clearly what will happen, stating clearly your expectations. And so that's where we are now.

So you're going to state your plan. And then -- let's see, let me go here.

So now you're down to the demonstration. When you do what you're going to do, that's going to be something that you -- hopefully that you and the parent have decided together. And the way to decide is to ask the parent what -- can you just tell me things you do with your child? And if the only things the parent can come up with are, you know, I feed the child, I put the child to bed, I change the child's diaper, then those are the three things that you should be demonstrating, okay?

You might learn by interacting with the family, that there are other things that the parent is doing, but if that's what the parent is coming up with, those are great things. Putting the child to bed most likely will involve changing the child's clothes, so getting dressed and undressed are great activities for language. Feeding the child happens at least three times a day. So that's a great activity that is going to happen three times a day, and changing the child's diaper is also going to happen multiple times day.

So even if that's the only thing you spend your time on, for an entire year, if you just did those three activities, differently than you're doing them now, probably, that would be incredibly helpful, because if you can teach the parent the strategies and the techniques we're going to talk about today, in those three activities, they will by accident transfer them over other things as the child begins to do other things.

>> [ off microphone ]

>> BETSY MOOG BROOKS: So what she's suggesting is that we often ask the parent which of these daily routine activities are most challenging, and then we work in that area because the parent will be engaged since it's the most challenging time, we'll be able to go back and forth with the parent and help with that. What I'm going to suggest -- I agree with you, but what I'm going to suggest for doing coaching is don't pick the most challenging experience for the parent. Pick the thing that is the easiest for them, because you're going to try to change their language behavior during that activity. Unless the issue is behavior. If the parent is saying their focus is going to be on behavior, then finding behavior that is in a challenging time may be helpful. But I think for doing the embedded coaching, if the parent loves to read books, pick books. Even though it's the easiest thing, because then you'll be able to help them recognize how changing what they're doing can help the child.

Related to things that they find challenging, often it's behavior. So behavior is hard to change in a 20-minute coaching session. You can give strategies and ideas, but I think one of the problems with behavior is, we can go in and we're like the horse whisperer, or the child whisperer and the child behaves 100% for us and we try to introduce that strategy to the parent and what we've done is defeat them because we leave and they can't implement the same behavior and the child still misbehaves, so when we get started, start with something you think you'll be able to change so that the parent has success. And then move to the more challenging things. After you established your mojo with the parent how you're going to do the coaching, then move to the challenging things, because we need to do the challenging things. We just shouldn't do them first because they'll be difficult.

I mean, we've all tried to modify a child's behavior and been unsuccessful, so we don't want to do that during the time when we're trying to teach the parent how to do the coaching.

So you want to pick something with the parent that the parent enjoys doing, that child enjoys doing that you think will be successful and that they'll do more than one time in a day.

And this demonstration may last ten minutes. It may last fifteen minutes, but when you do the demonstration, it should have specific goals for the parent. So often -- for any of you who have been a student teacher or done a practicum or who have supervised someone, we so often say, let me show you how to do this. And we show them and they're just watching everything. It's just this big thing that we're doing. And it's not focused. And by not being focused, we have an idea in our head of what we're expecting them to get from this demonstration. But it may not be the same thing that they are going to get from the demonstration.

My best example is, when we're teaching a child and we're trying to get them to imitate a vocalization, and for whatever reason we put our hair behind our ear or scratch our head, and the thing the child imitates is not the vocalization but us scratching our head, okay?

So it is crystal-clear in our mind, they're supposed to be imitating our mouth and what is coming out of our mouth. It is obviously not crystal-clear in their mind because they scratch their head. You need to think the same way when you do a demonstration for the parent. And in your mind it is crystal-clear that what you want them to be observing is whatever it is. So maybe it's how many times you've used a word or maybe it's you're withholding a toy, or maybe it's that you're drawing the toy to your mouth to get eye contact.

And when you say, okay, what do you think? They say, oh, my gosh, I loved the way you moved the horse across the table, and that's what they got out of it. So they missed everything else.

But if on the front end you had said to the parent, I'm going to do a demonstration of playing with this barn, and what I would like you to do is write down the names of the animals that I talk about and I want you to tally how many times I say each animal's name. And I'm only going to play for five minutes. So will you let me know when five minutes is up?

That's going to be a really focused observation. And then when it's the parent's turn to do that same activity, it's pretty clear to the parent that the goal is to say, those four or five animals and to say the animals' names at least this many times in that many minutes. So that's really, really different than "I'm going to play with the farm and you should watch."

Does that make sense to everyone? So that's what we're talking about.

All right. Now we're just going to go through some slides rather quickly related to just being effective as a person that is coaching. So you all know, it's very important to develop rapport and to develop a relationship with the parents. The same is true of the children. You need to have a plan. We've talked about that. And then you need to be flexible. You know, the best plans go awry, a perfect example is I spent hours yesterday making sure all my video was imported into my PowerPoint and that it all played really well and all the captions showed. And at 8:30 or 8:45 this morning we discovered that none of the captions showed on any of the videos. So that's why I had to start without the PowerPoint. So you just have to always be flexible. You have to have a back-up plan. So I did. I had the video captioned in three different sources on three different kinds of electronical equipment and they were able to then move it on to this computer and get it going.

So you need to have that. You need to be flexible and just don't get frazzled when it doesn't go the way you want it to. And to have a backup plan. Have another -- you know, have something else you can do.

You know how you get there, and the parent is having a breakdown or they're crying or something has gone wrong. Then this may not be the day that you're coaching. This may be the day you're doing a demonstration. And maybe you didn't plan for a demonstration, but you can still do that. Okay?

So just be flexible.

When you're developing rapport with the parents, these are just sort of the things that you have to understand. You have to understand them. You have to respect them. And as we've talked -- as I mentioned multiple times this morning, you're going to demonstrate that respect by including the parent in the decisions that you're making. You need to believe the parents. I think this is one of the hardest things. I think parents will tell us things that we think are completely outlandish and there's no way they can be true. I could tell you stories for a long time about things parents have told me that I'm smiling and nodding and in my head I am thinking, there is no way that this could possibly be true. But I'll tell you, I've been doing parent support for almost 30 years, and at the end of the day, parents are not lying. It's their perception of the truth. And so we need to figure out a way to engage in dialogue with them until we can understand their perception. And so when a parent is telling you something outlandish, you just need to restate what they're saying in a question form or with your inflection and just confirm that what you're understanding them to mean is actually the truth, or what they intended. Because that will give you better information, okay?

If you go to the house and say, have you practiced playing with Play-Doh all week and they say, yes, three times a day, every day, I'm just going to call that a white lie. You know, that's -- so then maybe you say, okay, maybe once a day every day. But you could then say, oh, my gosh, that's incredible. Come on! Did you really do it three times a day every day? You might be surprised. Maybe they'll get out a piece of paper and say, this is exactly what I've done.

I had a parent that said to me, my child took that device off more than 100 times during the course of a day. At the time -- I don't suggest doing this, my mentor said to me, I don't believe her, you need to ask her to tally that. I did it, being the naïve new person. And the mother came back -- maybe she faked the tallies, but she -- the mom cried all the time, she was so distraught. I'm sure the child did pull it out. The child opened the window once and tossed the device on the highway. She took it off and fell between the seat, she had to go to the car dealership and get the seat taken out so they could get the hearing aid. She probably did take it out 100 times. She's a delightful person, now an MBA and accountant. Horrible as a child, but just fine now as an adult.

[chuckles]

So when I was doing it, I was young, in my early 20s and this mother is telling me, the child put the device out 100 times. How many times a minute is that? That probably isn't physically possible. If it wasn't 100, it was 75. Does it matter if it was 100? The fact the child was pulling it out, made the mother feel it was 100 times which I should have taken as a signal she needed help because the child was taking it out. Because I was young and naïve and listening to somebody in hindsight probably wasn't a good mentor I said, you need to tally that and handed her the paper on which to tally. So that was not a good thing.

You need to be empathetic. I think we probably all are just as people, but just as the children drive us crazy sometimes but we don't really ever get mad at them because they're children, we need to feel the same way about the parents, even though they drive us crazy sometimes, we just need to take a deep breath, go have a drink, and calm ourselves and come back and give the same respect to the parents that we would to the children.

Okay, whatever it is, it's circling my head. It's going to make me crazy.

Communicate with the parents. Really work to make sure that you're having a good open communication. And then as I mentioned before, we are the parents' hope only hope for education related transition to Part B. There isn't anyone else. We need to be careful we're helping them and guiding them to know what is going to happen when they get to the IEP process.

It's also important to develop a relationship with the child, and so these are things -- what I like best about early intervention is at the end of the day we really should be in control of children. This is different if we were at high school and we're not supposed to have control. They're in control of themselves. Talking about behavior management of children under three is easy because they need us to be in charge. So establishing a routine will help them. Being consistent. These same things will also help the parents. If you -- the parent knows that every time you come to the house the first thing you do is device check and ask what happened in the last week, you'll find they'll start to have answers for these questions. They know you're going to do a demonstration if you decided that the week before. They know they're going to have to coach. That helps them get prepared. They can think about it all week. The number of times that I'll say to parents, did you do this this week? And put their head down. Oh, did you do it this morning before I came? And they're like, yes. Who cares. That's one more time. If you weren't coming and weren't going to coach, they wouldn't be doing it at all. So they did it an extra time because you're coaching. That's fine. Once they get the confidence they'll be able to do it even more.

Having consistent rules and then consequences when trying to manage the children's behavior. The same is true for the parents. If the rules stay the same they're going to be able to comply. If you keep changing the rules and directions, they're not going to be able to comply.

Having clear and realistic expectations. So I think when talking about the children, you need to have realistic expectations of what they're capable of doing and you need to figure out a way to articulate that to the parent so that the parent also has realistic expectations.

And then recognizing and tolerating age-appropriate behavior. Right?

So we need to be -- we need to be really cognizant all along the way between birth and three of what behavior children really are supposed to have. So two-year-olds are not supposed to comply. That's their job. They're supposed to throw their head back and fall on the floor when they don't get what they want. That's their job.

So we need to know that that's going to happen if we're working with a two-year-old and then try to figure out how to manage the situation. Okay?

So, you know, if you're working with a six to ten to 12-month-old, they're not going to have good receptive language skills. We're still going to use language but we can't be expecting them to demonstrate understanding, and we need to -- so we don't want to set the parent up for that as an activity because they're going to fail miserably. It's not going to happen, okay?

Does anyone have questions?

All right. So then let's just keep going. Now we're going to get to the meat of what you came here for.

Let's start talking about coaching.

So I want you to think back to your own experience as a practicum student in whatever area you were doing that in. And I want you to remember how that sort of went down. So you had some foundational skill work, some information, and the person who was mentoring you or teaching you explained to you what the expectations were for this lesson or for this session or for this activity that you were going to do with your patient or with the student. And maybe they did a demonstration. Maybe you had done an observation prior to that. And then they said, okay, so here is the child, do whatever you're going to do. And they sat with their legal pad and they took notes and maybe if you were really lucky they wrote at the top of the paper "good," and wrote at the bottom of the paper things to work on. And then maybe they had some comments. And the whole time you're teaching or you're working with the child, depending on what field you were doing, you were sort of engaged in what you were doing and weren't really thinking about them or fact they were taking these notes. And then you finish the lesson and they flip the legal pad around. They set it on the table in front of you and your eye is trying to compare how much says "good," how much says "oh no" and how many comments there are. Does anyone remember that unpleasant experience? And that was the way that we learned. What we were supposed to do. And so because that was the way we learned, that is the way we teach others. And what I'm going to suggest is it probably wasn't the most effective way to learn. Because what happened is -- I mean, I can explicitly remember a situation where the teacher is saying to me -- the supervising teacher was saying... and then when this happened, you should have done that. And when this happened, you should have done that.

It happened what, 15 minutes ago? In my head the whole time, I'm cussing saying, I did that, I did that, I did that... like where were you? What were you doing? Today it would be, were you on Facebook? Were you on your phone? Back then it was... a supervising teacher who wrote letters when I was -- you know, she had cards and birthday cards and things and the pad she was writing on was next to her.

So were you writing the note and not paying attention? But what I know is the truth is, I probably wasn't doing the things. I thought I was in my head, but because she wasn't correcting me as I was making the mistakes, I didn't recognize they were mistakes at the time. So now I was -- I'm finished and she's saying, here is all the things you need to do to be better, but I don't even know where they fit in. I don't know where they happened. Because the moment is gone and there's no video. There probably wasn't even video then.

[chuckles]

As my children would say, it was 16-millimeter film, back in the 1800s when I was teaching.

So I think we all had that experience and you can remember thinking, I swear I did that!

What I know, because we do video all the time at our program is, I really probably wasn't doing those things. One of the things that happens when we coach, which we'll talk about a little later, but I'll mention it now, is that I'm going to talk to you about giving feedback to the parents real-time while it's happening. And I have video after video after video of teachers as well as myself going like this...

And in my head I'm thinking I'm saying things. And the video shows that nothing was said, but I was clearly giving positive reinforcement, only it wasn't out loud. And so I'm sure that back then when I was student teaching and the teacher said you didn't do these things, I wasn't doing them, but in my head I thought that I had. And my best story is that when I was looking for video a couple years ago, so all the teachers were taking video, one of the teachers came flying into my office -- I'm always asking for -- can you just bring me a video I can use? Like a running minute and a half for gosh's sake, because we have to edit it and it's time-consuming. She runs in and throws the disk on my desk and says, you can use this. This is the best example of positive reinforcement. It is the best example. And she leaves and I'm like really excited. I throw it into my computer. She never said a word. I am literally -- I'm totally serious. Not one word came out of her mouth. The entire time her mouth was like...

And she is moving it but there are no words coming out, which means the parent heard nothing. And she brought it thinking it was the best example of positive feedback. So we must all do it all the time, and so I also as well have a video of myself. It's over my shoulder because I'm doing tele-therapy, and my head is just bobbing and it's so embarrassing, that even I am doing it as much as I know it's not the right thing to do.

So I think that it's really important to think about how we were coached and that it probably wasn't the best way to do it. And so that's what I refer to as traditional coaching, where you talk at the beginning and you watch the whole time, and then you talk at the end. And everything that happened in the middle when you were watching is really lost on the coachee, on the parent or on the student. Uh-huh?

>> [ off microphone ]

>> BETSY MOOG BROOKS: I'm going to have you speak in the microphone because I have to repeat for if captioner. So I'm going to bring you the microphone.

>> I recently had an experience where I was being coached by a speech therapist in the Hannin Program in a home visit and how powerful it is when you can have someone correct what you're doing right then and there and see the positive change from what she was telling you to do. So it was...

>> BETSY MOOG BROOKS: It's a huge difference. If somebody makes a correction and you can implement it right then, you're able to do exactly what you said, which is see that if you make a change, the impact it can have or the effect or influence it will have on what you're doing. And so that is exactly what we want to have happen, exactly the experience that you had.

So one of the challenges for that is that you have to be confident enough in your own skills to be able to articulate them to another person.

So the real-time embedded coaching is going to be exactly what you just described. It's very different than traditional coaching. You're going to decide together -- I'm not going to tell the parent what they're going to do. We're going to decide together what they're going to do. So you start the session by saying... "what activity are you going to do today?"

So the first place you're going to have to go is telling the parent, I'm not bringing the toy anymore and I'm not going to decide what we're going to do. You're going to decide. This is not the most horrible part of the whole change. This is -- at least for me. This was not a hard change. It was just, I like to be in control, I like to be in charge. We all do or we wouldn't have the jobs that we have. So saying we're going to change the rules won't be so hard. Especially what we did at school is the teachers just said, "Betsy said we have to do it differently, so we have to do it differently because she keeps asking us, are you doing it differently?"

You can say, I went to this workshop and I would like to make this change, and I would like you to help me make it. So, again, what I'm going to suggest is you start -- when you decide to make a change, make the change with the families that you, quote, like the most. The families that have the -- that you feel have the most respect for you. The families that you have -- what you perceive to be the best or easiest relationship, because you're going to have to ask them to trust you and you're going to have to ask them to also provide you with feedback. Because if they give you feedback about the way you change things, you'll be able to make change faster. If the parents are saying, oh, my gosh, this is the greatest thing that I get to bring the toy, because now I can only be bringing things in my house. I don't have to play with your toy, I can only play with the things we have here.

Or there was a great -- when we first made the switch, there was a dad that was engaging in the interaction with his child, and I wasn't doing it, I was watching through the window, watching through the door, and the teacher gave him a suggest in the act of interacting with his child and he threw up his hands and he goes... oh, my gosh, I finally get it!

And it was then, at the moment that she made the correction and he implemented it that he realized -- that's what you were talking about? He had never understood what her direction was until she articulated it enough during the session that she changed what he did. She said, yes, that's it, and he was able to realize it.

That's what we want to have happen in embedded coaching. We're going to talk about this a lot today. You're going to decide on what the parent is working on with the child and decide on what you are going to try to change in the parent behavior. So sort of a stair-step of things that is happening.

Then at the end of the session, this is the part -- then you're going to be providing support during the session. At the end of the session, the part that is always the hardest for me, although I am getting better, is asking the parent to reflect on the session. Because I am scared to death that they're not going to say anything. What I can tell you is, it's never actually happened. So there are parents that just say, hmm... I don't know, hmm... I don't know. But if you ask the right questions, you can almost coerce them into saying something eventually. And we'll go over those questions. When we get to that, you'll see there are a lot of suggestions there for the kinds of questions you can ask.

And then at the end of this, after the parent has reflected on her own or his own performance, then you're going to provide feedback. So you're going to be the last words of feedback, not the first. So typically in traditional coaching, we don't really get to say anything when being coached. It's the end of the session, they turn that legal pad around and put it in front of us and start going down the bullet points of what we did, and there's not really a time for us to say what was hard for us or easy for us.

Sometimes people are assigned to write a reflection, but there's nobody reviewing that with them. They're just writing it for themselves. It would be significantly more effective if they wrote the reflection and you sat down and discussed it with them so that you would be able to give feedback at that time related specifically to it. Uh-huh?

>> [ off microphone ]

>> BETSY MOOG BROOKS: Do you ever ask the parent for feedback? I'm suggesting especially when you start doing it and making a change, whatever the change is that you're going to do, I would specifically tell the parent, you're going to make a change. And that you're going to need feedback from them related to, was that a good thing that you did or not a good thing? Because you don't want to make a change and then it's not a good change. You want them to say to you, I think in the long run that's good, but that was hard, you put a lot of pressure on me. That's why you need to do it with not-the-passive parents. You need to do it with the parents you have the best relationship so you can laugh and giggle about it and feel comfortable about it so they're willing to take a risk with you. Because when you make a change you're going to take a risk. You really don't know what the outcome is going to be. And to get the feedback would be the best thing. If they would say, oh, my gosh, that was great. Why didn't you do that sooner?

That's what you're going to be looking for.

Maybe if you have 30 families you're working with, you might have three or five or seven that you could be doing all simultaneously.

The reason you need to do it with a family that is willing to work with you is you need to make sure that it's not that you're doing it wrong or that it's not a good change that you made. If you do it with the passive family and make a change and they're not responsive, you won't know if it's you or them. Because they're already being passive. If you do it with an engaged family that is willing to have a dialogue with you, they'll be upfront. Only pick the families that you know will be honest. Then you get good feedback. Eventually you move strategies over to the other families. Okay?

All right. So here is how we switched over. We began introducing the idea of providing more specific instructions during the instruction, and at that time we made changes and I'm going to talk about that.

Then we introduced the concept of coaching, the next thing. And then I had to encourage the teachers to stop bringing their toys for the activities. And then finally we changed the label attached. So we always called our parent-child sessions -- we referred to them as "parent education." And when we made these changes to the way we were doing things, someone in the group said, I don't think we're really -- I don't think we should be calling it "education." That implies that the parent should be passive. Because we're going to impart information on them. I think we should switch it to "support," which suggests that they should be doing something, because if not, how would we support them? And so we made that verbiage change. And what I can tell you, when I did my dissertation, my thesis and my research, that came up. It was a theme that came up that the teachers felt very much that their attitude about the parents changed when we changed just the label. They don't know if the parent's attitude changed because I was parent education, and when it became "parent support," it was a new crop of families so they didn't know any differently.

>> [ off microphone ]

>> BETSY MOOG BROOKS: So Nicole at Sound Beginnings is saying she found the same thing at their organization, that the name actually sends a message to the parents and that by changing the name it can encourage the parents to be more engaged, that they had been calling their toddler activity "toddler group" and they changed it to "parent academy"?

It's an active change, yes. They're sort of in the process of it. But she's simply supporting the idea that I presented that you need to -- that you can think about the words you're using because they do send a message and that the parents perceive something from them as well as I think we do as well. Like in my group, we were calling it "parent education" and some of the teachers said they thought that meant they were supposed to be providing education, which their perception was imparting information, and that when it was suggested we change the word to "support," they then realized that they weren't supposed to just be talking, talking, talking or doing, doing, doing, or stepping in when there was a problem, that they should actually be supporting the parent. And so if you explain that you're going to support them, no matter what you're calling it, then it will send a different message for both groups.

Thank you for that.

Okay. So if we look at providing more specific instruction, we're looking at when you introduce the entire session at the onset, and you've assigned the amounts of times, we've talked about that, the same thing is going to be true for just the coaching section. I'm going to suggest that the parent do more than one activity during the coaching session, so you're doing a book, you're finished with the book, so you might do the next thing, which might be Play-Doh, you talk about, I have these four activities. Are you going to do the activity 20 minutes total? Or do you want to force yourself to stay with the book for five or seven minutes because you're trying to increase book time? That might be what the parent wants to do. So you want to be talking about that as well. You should again be specifically explaining the expectations throughout. So if you start a new activity, if you're doing Play-Doh and you're going to switch to a book or a food activity, your goals for that activity might be different for eating than they were for Play-Doh. So at the onset of a new activity, it will be important to start over again. We're going to talk about this. And to be asking the parent for feedback throughout. So you're going to see in the video demonstrations that the parents will have an idea and they're not articulating it the way we would articulate it, so we're going to restate it because it's important to be introducing the parents to the verbiage that we use, especially professionally.

Okay. So now we're going to look at a clip, shockingly enough, from Gray's Anatomy. For those who are followers of Gray's Anatomy, there's a new doctor in town and she's not well-liked. And she's not well-liked because she wants to use embedded coaching. And so I happened to be watching Gray's Anatomy and it's an episode from this season, and all of a sudden I was like, oh, my gosh, this is my life! Like people don't like me when I want to change things. And so what we're going to do is look at the clip. It's just a little over a minute.

We're going to look at the clip and then I'm going to talk about an activity we're going to do with the clip, and then I'll go back and show the clip again. Because it's Gray's Anatomy you won't be able to pay good attention the first time because you're going to be stunned at what is happening.

All right.

>> BETSY MOOG BROOKS: Is that unbelievable? Is that the greatest? Okay. All right. So here is what is going to happen. How could there be there is that great clip that exactly relates to what we're doing? So here is what is going to happen. I'm going to just split the room in half. So if the front three tables will list the techniques mentioned of real-time embedded coaching. So you're just going to do the top one, just watch the video and only focus -- so I'm giving you -- this is an example of how you do an intentional observation. I'm not asking you to watch the whole clip. I'm not asking you to watch everything that is going on. You're just going to watch for the things that the doctor says are the techniques of real-time embedded coaching. Okay? Because you're going to see those in there. And the back three tables are only going to do the bottom one where she talks about the benefits of real-time embedded coaching.

So everybody knows what they're going to do. And now we're just going to watch it again.

Oh, shoot, that was not good.

>> BETSY BROOKS: Okay. So now talk with your table for just like 30 seconds or a minute and come up with your list at your table and then we'll report out.

>> BETSY BROOKS: Okay. Let's come back together. All right. Let's go ahead and come back together. So from the three tables in the front of the room, let's talk about the techniques mentioned of real-time embedded coaching. So we can just start -- if you all have one -- if you all at this table can mention one thing that you heard the doctor say about embedded coaching.

>> AUDIENCE MEMBER: The first thing we thought of was the positioning, like beyond the child's level, move yourself.

>> BETSY BROOKS: That's great. Great idea. All right, the next table there in the middle.

Another technique that was mentioned.

>> AUDIENCE MEMBER: Kind of explain why. List some sequence.

>> BETSY BROOKS: Yep, explaining why. Someone from this table.

>> AUDIENCE MEMBER: To break it down step by step instead of doing overall...

>> BETSY BROOKS: Yes. Breaking it down step by step. Do you have another one at the middle table?

>> AUDIENCE MEMBER: If you get stuck, ask for help.

>> BETSY BROOKS: That was a great one. If you get stuck, ask for help. We say that to the parent sometimes. You should let me know. But what I'm going to suggest is that one of the things you're going to tell the parent is, if you get stuck, I'm right here, so I can help you. So in our case, they may not even have to ask. If we recognize that they are stuck, then we'll go ahead and help them, we should tell them that on the front end. We're not going to let you fail. We're going to make sure you get through this. How about at this table? One more thing. Yes, this table in front. Tell it into the microphone, please.

>> AUDIENCE MEMBER: Use your words.

>> BETSY BROOKS: We all chuckled. That was the funniest thing. "Use your words" and I love the said that long word I can't pronounce, whatever the procedure was, and I thought, that's probably exactly what we do. We say to a parent, you know, can you tell me about your child's receptive and expressive language. And we did not explain what receptive and expressive language are. I think it's really important to use the words "receptive and expressive language," but I talk in what I refer to as sort of parentheses. So I'll say, we need to think about her receptive language. That's going to be the things she understands. So I've said the word "receptive language" so they hear it, but in parentheses I define it so that the parent will know what I'm talking about. So that would be helpful. I should have looked up whatever that procedure was that she was mentioning and then I could tell you what it is, but I don't know.

Okay. Did anybody in the front tables have any other ideas? Yes? Go ahead

>> AUDIENCE MEMBER: Ask them, can you do the next step?

>> BETSY BROOKS: Great idea. Can you do it? Are you okay with this? Getting permission. And then one right here.

>> AUDIENCE MEMBER: Watching the tape, I noticed that there was a lot of heavy reliance on the tone that they were using. It wasn't just what they were saying, but how they were saying it. So the initial -- the coach was talking with a professional surgeon and was very direct about what exactly should be done. It was more forceful tone. Where at the same time it was very encouraging tone with the resident. So as a coach, we need to be careful about what tone we use. That applies to either spoken language or sign language. So sorry if -- this may be a little off point but I really was, you know -- tone is 98% -- 38% of the language. It's a huge number. It's really important.

>> BETSY BROOKS: Thank you for if comment. That's great. Anyone else with another comment related to the techniques that were mentioned?

Okay. Let's go to the back three tables. And start with the table here. And if there are -- one comment habit the benefits that were stated for the real-time embedded coaching.

>> AUDIENCE MEMBER: One we noticed was the hands and brains are kind of one. Like you're working together in real-time to really effect the change.

>> BETSY BROOKS: When we first started doing this, I don't know how it happened, but it evolved until we talked about it as channeling ourselves through the parent. Which is not a great description, but that is what we would say to ourselves. In group meetings someone would say, oh, my gosh, it worked. Like I said something and then I saw her actually do what I was saying. And I felt like I was channeling myself through her. And I think that, exactly, on the video, that is what is being suggested, that you are the brains, but the person is implementing. And I think that your goal then eventually is to get them to think for themselves. So you'll be reducing the amount of time you're coaching, but at the beginning, to help them feel comfortable you may actually have to be directing what the parent is doing.

The same is going to be true for your student teachers. You know, we to start by telling them what to do, but your best student is the one that you see looks just like you when you're not in the room. When you're not telling them what to do but they behave in a way you did, so they're able to think for themselves. That's the goal, but you have to start by, quote, channeling yourself through them.

The middle table, do you have any other comment about benefit?

>> AUDIENCE MEMBER: We noted that one of the benefits was seeing, doing and teaching all at the same time, that immediate deeper understanding because it's all together more functional. And with that the idea that you can't -- you can be wrong, but you're not allowed to build a habit because someone is there to correct you. You're not building the habit.

>> BETSY BROOKS: Great comment. Thank you. At this third table? Yes? The microphone is behind you.

>> AUDIENCE MEMBER: You get to see one, teach one, do one every time.

>> BETSY BROOKS: Right. Exactly. Isn't that so powerful? When I was watching this just by accident for entertainment and the person said that, I thought, that's exactly what we're trying to express, is that -- at least we're not doing brain surgery, we can feel a little more comfortable about what we're doing, but if you think about how impactful you can be by allowing someone to do it and not just always saying, I have to show you because I know how and you don't know how, which is the message we're always sending. Uh-huh?

>> AUDIENCE MEMBER: Then the final one, you'll be more comfortable after you do it.

>> BETSY BROOKS: Exactly. I mean, that goes to Whitney's comment up in the front right away where she said, I'm always stepping in. Well, we step in because we know we can do it better and it will be -- we're thinking about it as being better for the child if we step in. But what we need to think about is, the behavior we're really trying to help or influence is the behavior of the parent. The parent-child sessions are really about changing adult behavior so that when we're not there the adult continues to behave in that same manner. When we change the child's behavior, we're only changing it because they're responding to us. If we intervene and we change the child's behavior, the child will behave that way or act that way for us. But when we're gone, we're not going to have the same impact, so what we need to be thinking about is really our effort is to influence adult behavior so that that adult will continue to maintain that behavior. Yes?

>> AUDIENCE MEMBER: I was going to say, I had a parent recently say that to me, because we've been in the process of changing, and she's experienced both types of coaching, and she said, well, I just think my child does so much better with you. I like the other way better. And then I thought it, and then the next time I had to talk to her about it and say, well, yeah, I mean, I agree. The child does do better with me. I didn't say it quite that way. But what about the other times when I'm not here? The point isn't for the child to do better with me one hour. The point is for you -- the child to do better with you. So I think we need to do a lot of conversation with our parents and say, you know, you're our main student. And I'm really here to teach you so the child will do better with you, all the hours of the day that you're with them. But I think the parents often are thinking, my child is not performing as well. I like the other way better. And you have to help the parents change their minds too.

>> BETSY BROOKS: Here is the truth. Shouldn't the child be better -- quote, I'm the professional here, do not try this at home. You're the professional and you went to graduate school for at least two years, solely for the purpose of developing the skill to be able to work with the child. The parent didn't have that opportunity. So although the parent may be incredible at parenting, they don't have any of the background knowledge that you were provided that helps you make choices how you're going to interact with the child. So it's really hard to expect the parent to do it well, because unless you've given them the information, they don't have it. Again, we're the only source of that information, we're the only source of the background information. We're the source for language development. We're the source for the strategies for getting the child to make eye contact or to watch. So somehow we have to get that information to them and then allow them to practice using it and then positively reinforce them. And none of us went to school for that. I mean, unless you finished what you were doing and took different course work in working with adults, none of us received any education -- I mean, I had one class in graduate school on parent counseling, and it was not about coaching them at all. It was how to explain an audiogram, I mean, essentially. You know?

Okay. Are there any more comments related to the benefits?

Okay. I think what we should do now, because it's a little after 10:30 is take a 15-minute break. We'll reconvene at 10 minutes until 11:00.

>> BETSY BROOKS: Okay, let's force ourselves to continue.

>> BETSY BROOKS: All right, I'm going to go ahead and get started again. So we're going to come back and talk a little bit about how, when we moved from doing what I referred to as "traditional coaching" to the real-time embedded coaching, the things we had to do to change our attitudes and to change the expectations of ourselves as well as the expectations of the parents.

So one of the first things that we talked about was encouraging -- I really encouraged the teachers to stop using their own toys for the activities. So even though well over ten years ago, I'm in St. Louis, Missouri, so there had been some trainings for providers and essentially a mandate that we would not bring our own toys into the home, and we listened to all the reasons why that was -- you know, we should do that. I think we still really didn't believe that we could be effective if we weren't in control of the toys. And I think one of the reasons for that is that you can't write a lesson plan and be prepared if you don't know what you're going to be using when you get to the home. And so because of that, I think the teachers continued to hide toys in the trunks of their cars and would still go to front doors of the homes with their toys. And one of my teachers in particular found it incredibly difficult to not bring toys. Like I know that she made a stash of toys and kept them at home in her garage so that we wouldn't know she was bringing toys. And it came out during my dissertation, when part of my research was, we did a focus group and talked very specifically about this thing about bringing the toys, and she fessed up and said, I brought the toys because I didn't feel comfortable not having that control, but I learned over the process that it really wasn't fair to the parents to bring the toys. And the reason is because -- the exact same as it is for us. If we are bringing the toy into the home, the parent cannot prepare in any way to do the activity that you're going to coach, because you're bringing a toy that she doesn't know what it's going to be. And if she used something from her own home, she would be able to practice all week, if she chose to, and then she would be able to be coached on an activity with which she was familiar. And so the hardship should be on us. We should have to figure out how to work under those circumstances. We shouldn't be asking the parent to work under those circumstances. When we bring the toy into the home, we're asking the parent to think on the spot about what she wants to focus on, about what her language is going to be, about what strategy she is going to use. We haven't provided her any opportunity to prepare for that activity.

And so over time this one teacher in particular realized -- I mean, she actually, in the focus group said that it was -- she thought in hindsight it was mean and unfair to bring the toys, and that she realized when she stopped doing it how much more comfortable with the parents with in engaging in the activity with their child when they were in control of the toy.

And what I can tell you is we did a tele-therapy project before we were engaging in tele-therapy a lot, and the -- a family with whom I worked, the mother read a book to her child. At the beginning she did not engage. So, of course, it was tele-therapy so I had no control over what was happening at the other end. And in the first six sessions, the child wasn't even in the space where I could see her for more than half of each session. And we worked through it and eventually the mom brought her to the sessions and then for probably nine consecutive months twice a week she only read a book to her. And it didn't matter because I had come to a place within myself where my goal wasn't to try to get her to use -- to do this coaching in a variety of activities. It was to coach her how to talk to her child to increase her vocabulary and language. And so she was very successful in teaching her vocabulary and language through the books that she was using, so it was totally fine with me that she had a book. I hope that I didn't even make a face. Oh, what book are we going to read today? Because it was always a book. And after about nine months, the mother was comfortable enough that she said to me, I think -- she literally said, I think I'm comfortable enough, I brought books as a backup, but I have Play-Doh, and I'm going to really try to do the Play-Doh. And she was totally capable of doing it because she was so good at doing books at that point in time.

So I think, you know, that just really helps, I think, understand that if I had said to her, you need to have a book, a puzzle, Play-Doh, and cars and trucks, it just would have given her so much more anxiety than saying, if you want to do four books as your four activities, I'm fine with that. I'm going to go with flow. I took the burden of making what she chose work for the coaching session instead of saying, well, I only know how to do this if I plan the activity and I tell you what to do. Does that make sense?

So we really, when we had the mandate in Missouri, I just think none of us believed it. We were like, whatever... the person mandating is probably a man and never been in a home, he's never worked with a child with a disability or hearing loss, he doesn't really understand what we go through. But I think now I really understand his perspective. I think it just was not articulated in a way that gave me the perspective that I needed to agree with the concept.

We talked a little bit about asking parents for feedback. So this is just sort of a review of why it's important. Again, I think I've been told a lot of things over the course of my career that people who are giving me the ideas thought were good ideas but perhaps they didn't articulate them in a way that made me get on board. So I'm just going to articulate this concept of asking for feedback again, but maybe with some different words that will help you better understand.

So we talked about confirming that the parent is agreeable to the plan. I think no matter what your plan is, each time you change and do a new activity -- so if you're going to talk about information, back on that 60-minute lesson plan, you would want to say, this is the information I think we'll talk about next week. Is that okay? Or you might ask, what information do you want me to talk about next week?

Then when you arrive, even though last week they told you that's what they wanted to talk about, you should still ask again. Last week you said this is what you want to talk about. Before we talk about it today I want to make sure that's still your priority. Because maybe something happened during the week and they actually have a new idea. All right?

And I said before, asking for parent input develops trust, and it implies that you respect the parent -- again, you want to be checking, as I mentioned, to see if they changed their mind or they have a different idea.

So this next clip is also from Gray's Anatomy. It's also from that same episode. And it's really -- it addresses trust. And one of the things that I learned in my doctoral work related to working with adults is that one of the biggest issues for the coach is trusting the learner. That it's very important to let things go and believe in the person that you're coaching. And so from that first clip it's clear that the doctor who is explaining, you need to let it go, feels comfortable letting it go. And the surgeon who is supposed -- who perceives she is the one who should be doing the surgery, doesn't trust that the surgeon will be successful. And the doctor who is teaching them how to do this is saying, the patient isn't going to die. There are four very capable people around the table who in a crisis can step in. Okay?

And I would say the same is true. If you have a parent who in the act of coaching just loses their confidence and has a meltdown, then you're going to step in. You know, if the child starts hitting the parent, you will intervene and try to give the parent some other strategies different from your plan. You're not going to let the parent fail if you can help it.

And so in order to first sit back, you have to trust that the parent can do it, if you ask them to, and you have to trust that you will be able to articulate what you want the parent to do in a way that will allow them to do it. Does that make sense?

All right. So we're going to watch this clip and then, of course, there will be an activity.

>> BETSY BROOKS: Okay. So here is what is going to happen. These two -- the two tables on that wall are going to think about -- we're going to watch the clip again and I just want you to think about the application of what we're seeing to what we're doing, and one question you might have about using this approach.

The two tables in the middle are going to think of a question or a comment about a concern you have with the approach. So it could be, you know, what if it doesn't work, something like that, what if the parent doesn't engage, those kind of things.

And these two tables are going to respond to the comment the doctor makes when she says "I'm really smart but I'm not a great teacher."

Think about what anxiety is stirred in you in this idea that you probably consider yourself to be very capable of interacting with the child, but what emotion is it stirring in you related to having to now actually be teaching the parent as opposed to be teaching the child. Okay?

So we'll watch it one more time.

>> BETSY BROOKS: I hope you don't feel that way about me.

All right. So now we'll just let people from each group make the comments so we don't take the time to talk at the table. So does anyone from one of these two tables have a question just about the approach in general?

>> AUDIENCE MEMBER: Well, I have one question. Is there any model or anything that you're aware of where a person who is learning to be a coach to the parent has a mentor who is coaching them in real-time?

>> BETSY BROOKS: Okay. So that's what we do. We do it all over the world, actually. And so people have asked us -- so what happens is, because we're not present, the person -- we do a lot of listening and spoken language mentoring for the AG Bell certification. So there's an administrator who is working as a coach to teach a student, is usually what it is, or a new teacher. And so we're on a headset to that person. So she can hear us but the student doesn't hear us. And then they're on video via the Internet. And we're coaching them in their ear and they're then coaching the person that they're talking to. So we do it quite a bit with teachers. Now, I've not ever done it -- I'm trying to think if I've done it with a person that is coaching a parent. I don't know off the top of my head if I have. But it's possible. The issue becomes the timing. Because there's a delay, delay. Especially if you're doing it over the Internet. If you're doing in person, everybody can hear everybody. So when you do it in person, there's this three-way thing. I've done it quite a bit in Argentina where there's had to be a translator in the middle. So the teacher is teaching and the person here is learning how to mentor the teacher, but then the interpreter has to sit here and I'm sitting here, and so it's actually going through three people before it gets there. So the timing is such that I have to almost be forward thinking and decide when I'm going to comment and when I'm not, because I have to talk. The interpreter has to translate and this person who is coaching then says it to -- you see what I'm saying? So it is very possible. We've been incredibly successful doing in it Argentina that way, but you just have to be good enough to know the timing and to really be incredibly specific about what you're focusing on. We're going to talk about how many things to focus on later today. And if you -- my recommendation is you should always only be focused on one thing. So if I tell you that, then maybe you'll only focus on two or three. Because no one will only focus on one. But if you only focused on one thing and you just let everything else go, it would be very possible because the time delay wouldn't have an impact. Does that make sense?

Did you -- behind you, did you have --

>> AUDIENCE MEMBER: For a lot of the Part C programs, who have had to come up with state systemic improvement plans, and they have to identify an evidence-based practice, that they're going to train their providers on to improve outcomes for young children with disabilities. Many of them are, to be sure, that the evidence-based practice is implemented with fidelity, they're establishing in their states a coaching system that won't be as immediate as what you're talking about, coaching the provider to coach the family, but will involve observation and reflective supervision to be sure that that practice is being implemented with fidelity.

>> BETSY BROOKS: Right, it's not just going to have the same impact --

>> AUDIENCE MEMBER: Not as quickly, right.

>> BETSY BROOKS: -- as the real-time because you can't make the change and see the benefit. But you have to do something. We only have so many choices.

>> AUDIENCE MEMBER: And they can't be a one-to-one.

>> BETSY BROOKS: Right. Anyone else from -- did you have a comment?

>> AUDIENCE MEMBER: So as a provider who went through the Sky High Training, that's part of what they do to make sure that you're using the Sky High curriculum with fidelity, is you get a mentor and that mentor goes in the home with you and helps you do the parent coaching. It's similar but not quite the same, but it's very similar. So there's that program, the Sky High curriculum. As a parent educator, you get a mentor.

>> BETSY BROOKS: You were just stretching.

They're from Alaska. Isn't that impressive?

Anyone from the wall side have any other question about the approach? Okay. Let's go to the middle. So the middle section is, do you see a problem or a concern with the approach?

Okay. If you've already been completely brainwashed, this is awesome. Yes?

>> AUDIENCE MEMBER: Not really a problem, but I could see if you weren't the first early interventionist to come in and, let's say you came in with this type of practice, and the person before you brought toys and the person before you did very direct instruction with the child, I've had parents say to me, well, this new person, they're lazy, they don't bring anything, they don't plan anything. And we're paying them and I do all the work.

So I think that that's kind of an interesting perspective, you know, if you're not the first one.

>> BETSY BROOKS: That's a great perspective. So this happens all the time. Especially if you're -- like for us we go in as the special instructor for the hearing impaired, and we're with an occupational -- or we're behind an occupational therapist or physical therapist and they have not switched over to this approach that, again, our state has mandated but no one knows -- they just mandated we do it. They didn't tell us how to do it. And so what ends up happening is there's a little bit of resistance at the beginning, but I think for us, because now we're so good at articulating what it is we're going to do, that we get less resistance than we used to. But at the end, the parents recognize the difference, so now parents say to me, you know, I've got an OT who just comes in and works with my child and then she tells me, these are all the things he's learned and then she leaves and I can't do anything. You know, I can't do what she was doing because what they've learned from us is I'm supposed to be doing what you're doing when you're not here.

So it's just a trend. You know, it takes -- change takes a long time. Hopefully your parents will still be in the system during the time that they learn it. That's the problem with early intervention, but the time they figure out what to do they're gone. By the time we figure out what they're supposed to do, they're gone.

I think just having multiple providers is a concern in general, especially if they're not on the same page, especially when you're working with children with hearing loss because some providers are going to be in the camp of they should be learning sign language and some providers are in the camp they should be learning spoken language. And you haven't gone to the home yet and the parent is already confused. So that's a different conversation for a different day, but everyone needs to be on the same page, certainly in our field regarding modality. And even if it's both, everybody should agree that both are okay. It doesn't really matter as long as we all agree. You just don't want people arguing about what they should be doing.

All right. Any other concern in the middle?

Yes?

>> AUDIENCE MEMBER: It could be hard for the families to handle, plus there wasn't any signs or any indication that there was a team effort. It was -- I'm kind of going back to this I'm the smartest person in the room, I'm going to teach you how to do this. It was a concern for me because when you have -- I have a son who is deaf. When you have four or five or six people coming in, you want everybody kind of sort of to be on the same page, or at least in the same book, if they're not on the same page. Maybe even a chapter.

>> BETSY BROOKS: Yes. So just repeat for me what you said at the beginning. You said something...

>> AUDIENCE MEMBER: They're very brisk. That goes back to the discussion of if surgeons are god-like. We don't need to go with that. It was very brusque, I don't know if that brings people to your side of the table, but it was done for dramatic effect, so that's the other part.

>> BETSY BROOKS: I think the thing to remember is that what we're talking about, the patient there is asleep, so we can't get permission or input, but in our situation, what we're talking about is they did ask for input from the surgeon. Just as we're not getting input from the child, is this what you want to do, we're controlling the child, but in that first clip, they did -- she did say, do you want to do this? And she said, yeah, but I think the other person would do a better job. I think the important thing -- your point is saying the important thing is to be asking for the input from the parent and not just directing the parent, because then you're back to where you were at the beginning. You're back to the same place. You don't want to be directing them. You want to ask them if these are the things they want to do. Perfect.

All right, anything else in the middle? Yes? Either one of you.

>> AUDIENCE MEMBER: I'm just wondering about, if a parent does get stuck and they have to ask for help, I mean, in this situation, the surgeon was successful, so, I mean, what does that do to their confidence, if they do actually have to ask for help.

>> BETSY BROOKS: It happens all the time. So I think you're going to see -- you're going to see a lot of examples of the parent -- the parent may not perceive them herself as being stuck, but the teacher knows that the parent is struggling. So you're going to see some tapes this afternoon where, for instance, the parent isn't saying anything, they're just sort of looking at the child, so the teacher knows she's stuck and the parents aren't turning and saying, "I'm stuck," the teacher has said on the front end during all this process, if you get stuck, don't be afraid. I'll feed you the language to use or I'll tell you what to do so you can move forward. So the teacher might say, give the child a choice of two. So if the parent is just sitting there and doesn't know what to do. Or say "tell me." You're going to see a lot of that. You're going to see a lot of teachers feeding in two or three-word utterances to get the parent going again.

So as long as you've talked about that on the front end and said -- I mean, what I always say is, look, don't worry, I'm sitting right here. If you get stuck, I'm right here. I will help you. I'm not going to let you fail. That's exactly what I would say to a student teacher under these new circumstances. I might be seated 10 feet from her because I want the children to perceive she's in complete control of the lesson, just as I might sit a few feet from the parent, so she perceives she's in control. But I made it very clear, don't worry, I'm right here. That's exactly what I say. Even via tele-therapy, I'll say, look, it's all right. The worst is we screw up and I'm right here and we'll fix it, because it's not surgery. I mean, if you really think about it, what is the worst thing that happens? The child misbehaves. In our case, that's the worst thing that can happen, other than destroying the parent's self-confidence. So that's the other thing that can happen. So what we want to make sure is that we're constantly beefing up the self-confidence, not tearing it down. Which is why I would say, you're going to step in with a comment but not take over the lesson. Because making your comment and then the parent does it and you go... yes!

You'll hear it this afternoon. The teachers make a comment and they go... yes! That was perfect. That worked. They're just as excited that what they suggested happened, the parent was able to do it and it was effective. Does that help?

>> AUDIENCE MEMBER: [ off microphone ]

>> BETSY BROOKS: I think it just happens so fast they're just glad you helped them. I've not -- I mostly see the parent sit up straighter. I don't very often see them get deflated when we're helping. I think when we don't helm you see them sink, but helping, they sit up straighter. You can make more comments this afternoon when you see it actually happening and say, oh, I see it. Or, oh, my gosh, that was horrible. Because there are going to be not-great tapes. I'm not just showing you all success.

>> AUDIENCE MEMBER: I have a question sort of related to that. Do you feel there's any need to modify this approach with a mother versus a father and different types of cultures? Like an Asian culture?

>> BETSY BROOKS: Oh, my gosh, I think you have to modify it for every single person. I think you have these general sort of concepts that are -- that apply to everything, but then you -- you know, let's just take those passive people. Have you ever done a parent session and someone has fallen asleep?

Okay. I did a lot of sessions in my early career and parents were asleep. I mean, mid-sentence and they fall asleep.

Okay, so that would be a very different approach than the person who is, you know -- who has five toys lined up and gang busters, ready to go. So you're going to have to make judgments all the time related to their responses, even within a session to the same person. You're going to have to be looking at body language and facial expression, and if they are starting to tear up or look sad you may have to pump them up a little more.

I had a parent I did tele-therapy with and her son had auditory neuropathy so we were trying a bone conduction aid, trying to figure it out, and his behavior -- I guess he was just so frustrated. And I started with him when he was probably right -- maybe 20 months or 24 months old. The first six sessions, via tele-therapy, he literally screamed. And I mean screamed for 45 minutes. And the only reason he stopped after 45 minutes is because I said to the mom, why don't you get him out of the high chair and let him run amuck, and let's go for it and just talk. Every week I would say, are you up for this? She would say, I trust you, I believe you know what you're doing and I'm going to do whatever you tell me. You told me if we do it this way we're going to work through this. And every week, her voice would have to get louder and louder because he was screaming louder and louder. And after six sessions, he just came to the high chair, he got in and there we go.

And so it took six sessions. I'm not kidding you! 45 minutes of just blood curdling screaming. And I said to her, just pretend like he's engaged and just keep going through the activities and we're just going to keep doing them so you can learn. But we're not letting him out of the high chair because he has to learn -- he's got to stay in the high chair or we can't get through the activities. And she said, I'll do it. The mother who was doing the books, it took more than four sessions, as I told you, before the child was actually in the room. So she was on her laptop and she would follow the child around. I was literally getting like nauseous. You know?

And then one time she had the child in front of the computer and they were doing something and -- this is no joke -- all of a sudden another set of hands came into the picture and just took the child out of the picture. And she just disappeared. And I said, what just happened? And she said, oh, that's my sister, she's here to visit, so she took her. Like... we're like in a session!

Okay. Because that parent wasn't ready to do the sessions. So she knew she needed to do something and she had agreed to do something. So that made her feel like she was doing the right thing for her child. But emotionally she wasn't ready to bring her child with profound hearing loss to the table. She just wasn't ready to do it. So there are a lot of other things that I could be doing, a lot of information, and each session I said, you know, what do you have planned for the day? I just went through the motions. And then the child was gone. Or she was asleep or she wasn't going to wake up for at least hours for sure. Like for sure hours before she would definitely wake up. I've been to people's homes and they told me the children are sleeping and I can hear them in their cribs trying to get out. I'll say, I think I hear her. And they'll say, oh, you should go get her then. Like, really?!

Yes.

So I can't imagine you have had an experience I haven't had. I've been doing it a really long time. I've had all of those just horrific experiences. Later I'm going to tell you a story that you're just going to be like... no way! You went back after that?

I have a teacher that called me from a drive-by shooting. She was in the house and the mother jumped across the room and threw her on the floor. It was a drive-by shooting. A drug deal the mother knew was going to go back. In hindsight the teacher knew that something was wrong but she didn't realize it until after it happened, so she called me, lying on the floor and she said, I'm on the floor, there's been a shooting, and I'm afraid to go to my car. What should I do? I said, are the police there? She said yes. Then I would leave now with the police escort. Why are you calling me? Don't call me! I'm 20 miles from there. Yeah.

So I've been through it all. You know, if you do this long enough you have a lot of experiences.

Okay. So that's the middle group. This group is something that was stirred inside you when she said, I'm really smart but I'm not a great teacher.

Anybody have a comment about that?

>> AUDIENCE MEMBER: This is not necessarily specifically related to the coaching, but to the not bringing your own materials. And I've moved to that, but every time, I still get anxious. Am I going to be able to -- if the parent doesn't have an activity, am I going to be able to find something that we can work on these strategies? Because I'm a planner. I always want to have a plan, just in -- even before I would have a plan just in case the parent didn't have anything. I'll say, let's do this activity, because I had that planned, if you don't have something that you want to work on.

>> BETSY BROOKS: And the thing is, under this premise, you actually don't have an opportunity to plan. Because you're dependent on the parent having something. And what I would suggest is, if you get to the house and they don't have anything, you know, that you just keep your bottom in that seat and you fold your arms and clasp your hands and say, that's okay, you can go get something now. That you don't get up and get the something. If they don't know what to do, you start giving multiple choice. Oh, well, last week we did the puzzles. You could get puzzles again or we could try something new. Maybe we want to play with those pots and pans in that bottom cabinet, you know, whatever you know might be available. Because if we, again, give the suggestion, you know, let's go get this, then we're back -- we're right back to where you should have brought the toy. The you have to tell them what -- if you have to tell them what to play with or interact with, you're back to you brought the toy, and there's no planning.

Hopefully they'll figure it out. Hopefully you'll be able to say -- remember last week when you did puzzles and you had thought about it ahead of time? That was really helpful because it helped you do XYZ, and today you can do puzzles again because it's planned or you can try something new. But then you won't have been able to plan ahead of time, to help them understand -- I think the person who doesn't plan ahead of time, it's because they don't understand the value of planning ahead of time. Everyone would plan ahead of time if they understood the value. It would be so much easier. So then I would say, that's our fault. I would say if they haven't brought a toy and they truly -- it's not because they didn't forget. You know they just didn't plan. Then we should take responsibility and say, I have not articulated this clearly why you want to bring your own item and why you want to come to the table with something, because it's going to allow you to think about these things ahead of time. If we can take responsibility for that, it will be way better than saying, oh, I went to another house and they didn't have a toy. You have another comment?

>> AUDIENCE MEMBER: It goes back to the point about feelings that or were elicited. I guess for me, it elicits this big disconnect between formal education and coaching, and just the vulnerability when we're supposed to be perceived as the expert, that we might not be experts in coaching. So the disconnect there and helping families understand that and articulate that, yes, we do lack the skills and foundational work that we're working on, but this method might be new. When she said "I'm really smart but not a great teacher," that's what I was thinking of.

>> BETSY BROOKS: The thing is, again, it goes to -- we didn't have any course of study to prepare us for this because it's taken the field of education hundreds of years to figure out, this is a better way to do it than to just impart information on people and give directions.

So there aren't courses to teach you how to do it because we just thought of it. I mean, it's a very new concept to not just impart information on someone and expect them to spit it back at you. And that's across all of education that that changed. Yes?

>> AUDIENCE MEMBER: And to kind of pick up on what you were -- what Kristy was saying, when you decide to do this, you need an agency that is committed to it and to provide you the support, because it's a whole systemic thing. Because you as a provider need to go back and reflect and to talk about -- you know, so that's a struggle that we have, is the resources to provide the support for staff to do something like that.

>> BETSY BROOKS: Part C, one of the hardest parts is you're often an island floating around out there and very independent and you don't have those connections you have when working in an agency. I think that's very true about all of Part C. You know, as occupational therapist, you go do your thing but not leaving in a space where there are five other people. In our building it just happened the other day, an audiologist needed something from one of the implant companies or one of the hearing aid companies, I can't remember who it was, and another audiologist said, oh, you know, it will be at least three weeks before she gets back to you, whoever the rep is for that company. And another audiologist -- we have five audiologists. Another audiologist said, I have four people here that I've already gone through and so if the five of us together don't know the answer, that's why we're calling the rep, she shouldn't wait two weeks to call us, she should know it's a problem. If you are in early intervention and don't work for an agency you don't have four other people to confer with. So you're just out there sort of creating everything you're doing on your own. And so that is a problem, because when you go to make a change, you don't have -- you only have yourself to figure out if that was a good thing to do or not a good thing to do. And you don't have anyone to sort of commiserate with when you're finished about what you think went well and didn't go well. I agree with you it's a problem.

There was a comment over here at this table

>> AUDIENCE MEMBER: Yes. Getting back to the parent planning, how is the child involved with that planning process? Because normally if I'm working with the child, I'm going to follow that child and what they're going to be playing with. So I don't really rely on the parents to set up that activity for me. I wait for the child to do that. And then I do the incidental learning process, as we go along, with whatever they have in the home. And when you're playing with pots and pans and they're banging them, then I get involved and teach vocabulary related to that. So I'm just trying to think, you know, do you really mean that or do you mean something else about the parent plan? Could you maybe clarify that and maybe I'm just misunderstanding something.

>> BETSY BROOKS: No, it's -- I think this is going to be a little bit different. If you're only doing incidental learning, then the parent also cannot plan. So I would say that the incidental learning is going to have to happen as an aside sort of to this session. So you'll need to, A, you yourself, you know, anyone, would need to buy into the idea that the therapist providing the coaching is committed to, quote, teaching the parent how to interact with the child during a special session that is dedicated to that activity. And that the incidental learning is going to happen when the parent carries over what he or she has learned during that session to other activities during the day.

So regarding what the child is interested in doing, I'm going to be very dependent on the parent to know what the child likes to do and then that the parent is picking activities that she thinks -- or that she or he thinks the child would like to engage in. And, again, once the parents are used to it, they come to the table with more than one activity. So they might, for instance, have the pots and pans as a backup. So if they've brought the child, you know, to the space and you're seated on the floor or at a table or you have child in a high chair, she might have three or four activities, and if she knows the child might get restless, she said to me on the front end, if all else fails, we'll go in the kitchen and close the door so he can't escape, and we'll get out those pots and pans.

Does that make sense?

>> AUDIENCE MEMBER: Thank you. Yes, it does.

>> BETSY BROOKS: There's a question way in the back.

>> AUDIENCE MEMBER: I don't know if I'm going to express this well but I'm going to ask anyway. Research shows that families of low income don't use language, that the children hear less than 1 million words a year, whatever. So would the goal be to work with the family to increase their language first and then bring it to the child? Especially now that -- I don't know, maybe I'm off --

>> BETSY BROOKS: No, you've made a very good point. I'm going to try to answer it the way I understand you to be asking it, and then if I'm off go, hmm, that wasn't where I was going. We're going to talk later today about the different kinds of things, depending on the child's language level, that you as the coach would be coaching. So that if the child -- what you're going to work on with the parents. So, for instance, what I'm understanding you to say, you're using as an example the new information we have about low income families or families in poverty who actually don't talk as much during the course of a day as educated families or families with higher economic status. So your goal might be to work with the family on just labeling -- if the child doesn't have any language -- labeling items in the child's environment because that's not something they're already doing.

Your goal could be that -- the example I gave earlier about, I want you to listen when I'm playing with the farm set how many times I say each animal's name, and then you would be increasing the amount of words that the family is using.

[sneeze]

Bless you. Your goal could be that you're going to help the family find a book or books that you think have language at the appropriate level and just either if the family can read, just read the text or suggest that they say at least one sentence about every page. And that that would be increasing the language that they're using.

So you're going to do it in combination with the child, and at the same time you're going to be explaining -- I would explain exactly what you said to us, that there's information not -- that if you're in poverty you don't talk as much, but when parents talk more to their children, the children learn language faster and they have a better vocabulary and they're more successful in school. Go ahead.

>> AUDIENCE MEMBER: I was just thinking, I am not in your field, but that for you guys to create an IFSP or any other thing that goes along with it, how would you justify increasing the family's language. I was just pulling a string on... it's okay.

>> BETSY BROOKS: The truth is, for us at our center, on all of our IFSPs, one of the goals is related to the parent. So there's a goal for almost all of them that reads something to the effect of, to -- you know, the parents will learn about -- it might say the parents will learn about hearing and hearing loss and the impact of language development. It might say that the parents will...

>> AUDIENCE MEMBER: If a mother or father comes to you and they have a limited language background and they start asking -- not you personally, but the person, you know, essentially how do I learn more? How do I learn better or whatever? You know, is that part of your -- can that be part of your plan? But this is a longer conversation than just...

>> BETSY BROOKS: I think the answer is yes, but -- I mean, I think so. And a lot of people are saying yes. So I think that's the case.

>> AUDIENCE MEMBER: Just to clarify, she's asking about language proficiency, a family who wasn't know sign language but that's the chosen language or one of the families I work with, ninth grade education, first language is Spanish, English is poor but they want their child to learn English, can we establish a goal to increase language proficiency separate from using language in side coaching?

>> BETSY BROOKS: Under IFSP you can because it's about the family. Under an IFSP you can choose anything you want as long as it's related to the family.

>> AUDIENCE MEMBER: I'm from New York state and not quite as flexible... [chuckles]... at times. They want justification.

>> BETSY BROOKS: You have to justify everything.

>> AUDIENCE MEMBER: I greed, I'm saying to make it --

>> BETSY BROOKS: Right, so your justification would be in order to increase the child's use of English language you have to increase the parents' use of language. Yes, absolutely. It's totally -- it should be legit. you can phone me from the IFSP if they don't let it go...

[ Laughter ]

All right. Anything else? So we were on the -- anybody else have any other comments? Yes, a comment right here.

>> AUDIENCE MEMBER: I'm just thinking, we have some families that they have -- the parents are hearing and they have a deaf child that they're learning to sign with, and so this is a second language for them. So we have something that we call "Language in Literacy" bags, similar to Shared Reading Project, but lower, where they're very simple books and we have deaf individuals sign it so that we could share the videos with them so they can remember the sign, because they're learning in language. And so we feel like it's nice to have the visual for the parents when they're learning the language. So I guess in that instance, when you say "don't bring your toys," I'm thinking, so we have these books, but I'm also thinking in some instances the families are trying to learn the language and we want them to be able to have those learning resources. And just what your thoughts would be about that.

>> BETSY BROOKS: So we have the same situation but we have, through our state School for the Deaf, we have a family outreach program, and so those parents do that learning of the sign language with the Family Outreach Program and then we're coming in after them, so that they have been learning the signs for that book and then they do the book with us and we're able to talk about these things, because they've been learning the signs from the other people. So I'm not having to be the person teaching the sign. If you're the person going in to teach the sign, then you have to think about it a little bit differently. You know, I would think of that sort of like direct parent service. So sometimes part of this session, although I didn't include it in that time outline, is direct child service. Maybe you need to figure something out. I mean, that is the time that I say it's reasonable to bring in your own toy. If you're trying to do something for a diagnostic purpose, to figure out, can I get the child from a one-word utterance to a two-word combination, I don't want to encourage the parents to force partially two-word combination if I can't get it, so I might bring a toy and spend 10 or 15 minutes trying to determine, is the child ready to be using two-word combinations with the family? Or if I am using a short simple sentence and the child is only producing three words will they still understand my sentence? Before I coach the family, to be expanding the way they're speaking, I want to make sure that's the right choice. So I would call that direct child service. So I think when you're, quote, teaching the parents sign language, that's a different part of the session. It's direct parent service. And then you might coach a session that only has the signs in it that they know. So you might go through the book and be showing them the signs for all the different things in the book and then you might say to the parent... why don't we pick two signs that you feel comfortable with and I'm going to remind you on those pages to be sure to use those two signs. And then what you're coaching them on is something they can do and they're not having to learn how though do it at the same time. Does that make sense?

So I think, again, it goes to the question of, are we changing things depending on if it's a father or mother? I think we're changing it depending on the situation and the person and the skill set and the language level. I mean, all of those factors are going to be -- make you do the session slightly differently. Okay?

Anybody else? Yep, in the back.

>> AUDIENCE MEMBER: I think the other piece to the question about the literacy and reading program, the borrowing of materials or giving of materials. So the idea of we don't always want to be bringing things into homes and we want to use what is in their natural environment, but what are your thoughts bringing something, using it, and leaving it with the family either for a short time or forever.

>> BETSY BROOKS: So the old me would say, that is the exact greatest idea and we have so many -- we have a room filled with scripts that go with what we referred to as our lending library. So probably 25 toys that actually have scripts that go with them, so the parents if they couldn't think of what to say, it tells them what to say. And 25 books with manipulatives to really get the children engaged. And I think that those are still great things. But I don't think I should be imposing them on the parent. And the reason that I feel that way now -- so the new me would say, the message that sends is there isn't anything in your house that is worthy of teaching your child anything. And since you don't have anything in your house worthy of that, I'm going to let you borrow my really good stuff that you can't afford and you can't buy and you will never have. And when I say it that way, doesn't that just sound horrible? And it makes you say, oh, I can't do that anymore. I think it's how it was articulated. When we were told, this is mandate, don't do it, the first thing I did was think of all the reasons why we were the exception. Like here are 12 reasons why we should still be allowed to do this. And now it just makes me go... uh... that's so yucky.

That's a long way coming. I've been doing this a long time. That mandate was many, many years ago. But I really think that if you're bringing something in -- like the parent has books but they -- the child is past those books and they can't get to a public library... you know, maybe. Again, you can see, I'm like, I'm still not sure that's a great thing. I think I would rather go -- I think I would rather say to the parents, the next time you run out of toilet paper, don't throw away the tube, and when I come next time we're going to build some really fun toys that you can use while I'm gone with those toilet paper tubes. I think that would be a better thing. Or if you have formula cans, when they're empty, please don't throw them away, we're going to make some really fun toys out of them and then you're going to do that. I don't feel nearly -- I mean, you're creative add you can think of a toy to make out of a paper towel holder or toilet paper roll or tissue box, that doesn't offend me at all. Because then it's their stuff and you're leaving it at their house. If you have to bring in masking tape or glue or whatever, that's fine, because when you leave, you're going to leave them with the toy. But if you're going to bring in, you know, the book. I can't think of a book. Perfect. I was thinking of an Eric Carl book, if you bring in the Hungry Caterpillar and bring in a fake piece of all those different fruits and now the family -- the child gets the book and tears it. I mean, it's just -- going down a scary slope here. And then they're going to buy you a new book and do it with the money that they -- you know, it's just -- I don't know, the responsibility of being responsible for your toy just sends me down -- believe me, I took toys into people's homes for 20 years, I've been there, I get it, I know why we do it, and like I said, I was the first person -- we left this conference or workshop we had to go to to be trained and in the car leaving I said, okay, that does not apply to -- literally out of my mouth, that does not apply to us and here is why. I'm going to call the State and explain it to them. And that is exactly what we did. We are going to be bringing toys and this is why. Children with hearing loss are blah, blah, blah, they're different than other children. And now I'm out saying, do not bring the toys into the home, okay?

All righty.

Anybody else?

Yep?

>> AUDIENCE MEMBER: Can I go back to the whole feeling? Because on the clip, the thing that first stood out to me was her statement of, that was so humiliating. Because when I feel humiliated, that's a stopping point. That's a shrinking point, that's a shame. And hopefully what I do, and what I see her doing at that time is she has enough emotional capacity that she used that to spring forward into something more constructive, which was a little bit better of, I'm really smart, so I'm going to identify my strength, but I'm not a good teacher. And then she went on to say, okay, but she's right, and so that's kind of a more forward thinking. I'm worried about the parents, the graduate students, the staff who says, I'm humiliated and I'm stopped. And I'm comfortable with what I've already done. And that's the way I know how to do it. That's the way I have confidence in. But I'm humiliated when I'm shown that there might be something better and I don't know how to do it and I'm too afraid to go or not even understanding that, but just that stopping point of being shamed, of being humiliated. And trying to -- because some of the parents I see are in a real vulnerable point and they're just stopped. So I guess that's where I'm looking at, how do I -- how do I help them feel more empowered and go back to what their strength is and help support their strength while working on that weakness and help them feel like, okay, yes, this is a sensitive vulnerable area, but look at all the strengths and how success breeds success.

>> BETSY BROOKS: Okay. So just as I said, you should pick the parents with whom you think you will be the most successful because you have the best relationship and they're the right kind of parents, you know, whatever their personality is. I would say the exact same thing about any other professionals with whom you're working, that you might present the concept to a whole group at a meeting, but then your effort, your own personal effort is going to be in engaging with those select people that you perceive to be the most forward thinking, the most willing to change. Maybe the people that you have a better relationship with from a supervisor/employee sort of perspective. What happened for us is for three months I told -- let's see -- I asked the teachers to try coaching this way, okay? So we had done a lot of talking about it. I said, okay, we've talked and talked and talked and now someone needs to take the plunge. So to take the plunge, I need you to explain to a family that we're going to change the way we're doing things. And for three months -- we meet every week. For three months every week I would go down my agenda and I would say, okay, has anybody talked to a family about changing the way we're doing this? And every single person looked at the floor. I mean, every person, okay? So every person looked at the floor and I said, everyone is looking at the floor, so somebody just say, no, I haven't done it. I finally got them to admit, no, I haven't done it. After three months I came into the meeting and said I'm not asking the question anymore. You've had three months to think about it. Next week you guys can go back in your office and decide. But when I ask the question, somebody in this room better say "I tried it." And I just, finally, after three months, put down a mandate. I don't know what they did. They must have gone to their office, they're all in a space together, and they must have elected someone. When we came back the next -- yeah. The person drew the short straw. And when we came back the next week the person said -- I said, okay, who did it? And everybody looked at the person and said, you know, she did it. And the person said, I did it. And I said, okay. And she said, it was totally fine. And the next week everyone else had done it. All they had to do is just have a conversation. It was the very baby stuff. And then I said, okay, now we're going to move fast. Now every person you have talked to you have to do five minutes of coaching with them by next week. And as soon as we broke over that hump, it was not a problem. But I tell you, it's hard. You're going to see a lot of mistakes on these clips and these people are probably the best in the country, maybe in the world, in doing this, because we've been doing it a long time with a lot of oversight. So when they're coaching, I stand in doorways, I watch, I take notes, I go back to my office. I mean, I have -- from watching the videotapes, I have pages and pages. And because we've all worked together for so long, I'm at a point where I don't have to have private meetings. So last week I said, okay you guys, this is the video I have, I'm taking it to EHDI, you need to know, it's not pretty video. A lot of it doesn't look good. I'm going to use it as teaching points. And they just looked at me and I went around the room, I said, when you were working with so and so, this is what you did and didn't do. When you were working with so and so, this is what you did and didn't do. And I encourage all of you to go and watch each other's video because that's how you're going to learn the best. And I'm guessing right now they're all watching video. Because that is how we've been doing it for 15 years. For 15 years we video ourselves and watch each other's video. Because it's so easy to see a mistake in someone else. You don't want to admit it in yourself. But nobody argued with me. But because we do this all the time, that's how we operate.

So the group then said... like one of the people said, I totally hear what you're saying, just like you are now. But this is the problem. And I said, I understand it's the problem. But we have to still work on it. She said, you know what, I shouldn't have made the comment, you're absolutely right. If it's not perfect, then we can be better. So we need to watch the video to be better. So my hope at the front end was, can you change one thing? It's not, are you going to leave being perfect at doing real-time embedded coaching? For some of you it might be, can I even get you to believe that you should not bring the toys to the house anymore? If that's all you change, that's incredible. If you have bought into the idea that bringing toys is not a great thing anymore, and you explain that to the family and you stop bringing them, you will be able to start coaching, because they're going to have the toys. You won't even have to really do it. They're going to have the toys. It would be natural to say, what are you going to do? Because you didn't make the plan. So they're going to have to tell you their plan. Some of the things will just fall into place because they'll have to. You wouldn't just have them start playing and not know what was going on. You have to ask some questions.

So it is really, really hard. I'm not suggesting that it's easy. But, you know, the 40 of you in this room made a decision some time ago that you wanted to pay extra money to come and hear what I had to say so you already are invested on some level. You want to make change or you wouldn't have shown up today. So I'm in the good position of knowing that. You know, I know you paid extra money. I know you took the time out of your day to be here a day early. You committed to a six-hour presentation. That's ridiculous!

[chuckles]

And nobody is gone yet. You know, we had a break and everybody came back. That's good. So you already have demonstrated that you really are committed to doing something different or that you perceive is better than what you were doing before you showed up. So it's going to happen. And you'll just have to practice articulating it to the next person. That's the challenge.

That's really going to be the challenge because just pick one little thing. You know, the toys are the easy thing quite frankly. In hindsight the toys are an easy thing. If you have people bringing toys and you got them to buy into not bringing toys, a lot of things will change. Except the anxiety of what if I get there and there's nothing in the house? I mean, we've been to the house. It has no furniture. There's nothing in it. There's probably toilet paper, though. I mean, maybe.

You know, you would hope. So you have to think of an activity on the way there that you will do with toilet paper. There might be water. So there's probably something you can put water in. If you really think about it in the worst case scenario, there are still things you could be playing with. And so you just need to think about that.

It is scary. But you wanted to make change or you wouldn't be here, I know that.

I mean, that's what I know. That's the easy part for me, is that you wouldn't have shown up if you weren't going to do something different. No one pays an extra $50 to heckle me. That's not going to happen. I'm giving a presentation on Tuesday where people are going to heckle me, I get it, but that's because you didn't pay extra money to come.

Yes, in the very back?

>> AUDIENCE MEMBER: The parents feel like you're... like family is a doctor, nurse, or those type of things, just how they interpret what you're saying or...

>> BETSY BROOKS: Okay, in 34 years, 30 of which have been dedicated to working with the parents, not with the children -- I also work with children, but I've had one parent in all of this time that I think talk down to me. Like I literally had to say you know what, I'm going to step back and go in my office for a minute and I'll be right back.

Because I have a book that I wrote called My Baby and Me that we use as curriculum for parent education, and it's written in a way that you hand -- that we don't give the whole book to the parents on the front end and it's in a binder format, so we can give one page at a time. So I said to the family that, you know -- I said to the mom, next week we're going to go over the blah-blah page, whatever it was. And she literally looked at me and said... I do not need to review that material with you. I am literate and I can read. Really sassy like that. And I said hmm... I don't think you understand. There are words on the page but I have a lot of information in my head and I would like to engage in a dialogue with you about the information on the page. It's not that I want to talk at you. She said, did you not hear me? My husband and I can both read. We can read what you wrote. And I was just going to lose it. So I said you know what, I'm going to go in my office and I'll be right back. And I went in my office and screamed out loud I was so angry. In hindsight, though, six months to a year later, after I just stopped using the book, she brought the book to me and said... I'm ready to talk about the pages.

>> AUDIENCE MEMBER: I have one of those parents now, so that's just one parent in ten years that I'm...

>> BETSY BROOKS: Right. Yes. So, if you only have one parent in ten years that you're really struggling with, these people would like to have your families.

>> AUDIENCE MEMBER: I mean, that's giving me that...

>> BETSY BROOKS: I understand.

>> AUDIENCE MEMBER: That kind of attitude.

>> BETSY BROOKS: Again, I think you just have to be careful how sucked in you get. We all want to do a good job for every child and for every parent. And we have to come to terms with the fact that just may not be what we can do. And when we realize that, we can still try really, really hard, but we have to not take it personally. And I think we have to evaluate, is it us or is it -- not "is it them?" But is it where they are emotionally right now.

>> AUDIENCE MEMBER: And that's the issue, where they are right now.

>> BETSY BROOKS: Then we have to exercise patience.

>> AUDIENCE MEMBER: And take a step back.

>> BETSY BROOKS: I literally physically walked away from the space that I was in and just went -- I was probably 40 feet away two doors to get to my office and closed it and literally screamed. It was so frustrating, because I was afraid I was going to say something really obnoxious to the parent. That's what I thought would happen. Do you realize what you just said? I wrote this book and you just said I don't need you to talk to me about it. This is a gift, you have the author standing in front of you with a whole lot of ideas in her head and you said, go away, I can read. None of that made any sense to me.

>> AUDIENCE MEMBER: I think since really starting routines-based intervention with the parents and asking the parents what is it that you want to work on this week, instances of, you know, the expert -- it just feels more congenial and it feels more like this is a team and I have found less and less of that kind of a situation.

>> BETSY BROOKS: Yeah. One other story I can share is we have audiology in our building, so it's a protocol that we just established internally that every time a child has a hearing test, which for anyone under three is essentially once a month. It might be once every six week if scheduling happens, but essentially once a month. So at least ten times in a year the child is having their audiology evaluated. The audiologists are obliged because it's their practice to explain what happened during that event. So they're explaining the audiogram. It's our protocol that at the next parent support session the teacher providing the parent support must, again, review the audiogram or whatever happened in audiology, and in our place, the way we do it the teacher is present when the child has an appointment, so she knows exactly what was explained during the appointment. So in a year, every family is getting that audiogram explained at least 20 times, okay? So think about that. So one time many, many years ago, I decided I was going to quiz the parents on how much they know about the audiogram, all right? So I also -- we also have what we call informational meetings, so parents are afforded an opportunity to attend a meeting once a week that is -- it's sort of like this. Some of the time I'm giving information but a lot of time people are commenting and adding what they have. I said, next week we're going to talk about audiograms, blah, blah, blah. I start the session by holding up what I'm going to talk about and I hand every person a, like, study sheet, you know, like a handout that isn't filled in. So they have to physically go through the act of filling in the information, and I hold it up and say I'm going to give this handout to you while I describe an audiogram, which in my head I'm thinking, which you all know, you heard it 20 times. And then at the end, here is the test that you're going to take. Okay?

So I spent then an hour or whatever going through point by point -- and the test was really just a blank copy of the handout. I am not kidding you, okay?

So I went through Xs mean this and Os mean this, this is soft, this is loud, go through the whole audiogram. And then it's time for the test. And they can ask whatever questions they want throughout. I said, okay, it's time for the test. One person says, will you leave the room? I'm like, what? We're going to have to cheat. Will you leave the room? I said, wait, wait, wait. I know that you've all been here more than a year, so the audiogram has been explained to you at least 20 times. And I just now went through and gave you the answers, like all you have to do is transfer the information from this handout on to this test. And they said, no way, you got to leave the room. We want to be able to talk to each other and confer on our answers.

So when you say, do I think anyone has ever thought I was talking down to them, I tell this story all the time and I tell it to parents when I'm doing a session. I say, we're going to explain the audiogram to you two times every time your child is tested, because you need to leave this building when your child leaves and be able to explain an audiogram to the next person. And what I know is, after 20 times you're still not going to understand it. And they laugh and then when it comes time for us -- I don't do the test anymore, but when it comes time for them to explain the child's audiogram, you can just see people perspiring and sweating and, you know, all of that.

So I have told every person I ever worked with, you are going to receive the same information multiple times in multiple different ways. If at any moment in time you feel that you don't need that explanation, please tell the person explaining it to you because they have plenty more to talk about and they can move on. And it has never happened. Except this one mom who said, please don't read me the book, whatever.

Did you have something way in the back? And then it's time for lunch

>> AUDIENCE MEMBER: 1,000 years ago --

>> In the 1800s, yes

>> AUDIENCE MEMBER: My best friend was studying to be a teacher, I was studying to be an audiologist and we would study together. And she was trying to explain to me that you don't really learn something until you can teach it to somebody else, and I didn't believe her. She said, well, teach me about this -- teach me about what it is you're studying. And so I went, okay, fine. And really it was honestly true. It didn't register in my brain what I was learning until I had to teach her. And to make her understand what I was learning. She had no idea anything about audiology, ears. She was studying about, you know, how to make a lesson plan or something, you know. So just to add to your point, it really is true, until you can teach somebody else, it hasn't completely settled in your own brain.

>> BETSY BROOKS: Okay. Let's go to lunch and then be back here as close to 1:00 o'clock as you can be. Thank you!

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[ standing by for audio ]

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>> BETSY BROOKS: And if we start there, then we'll be able to coach those things and the parent will be successful. Because remember we're trying to build their self-esteem, not tear them down, and so we need to be working in an area that they're already sort of demonstrating to us, an area in which they have comfort, so that when we coach them, we're only coaching them because they sort of forgot to do it there, so to speak, okay?

We're back.

Thank you!

All righty. Let me get us back where we need to be.

Wait a second.

There's something not right.

Yes, he... that's exactly right. I figured it out. Thank you.

There we go. Sorry about that.

Okay. So then we want -- ultimately we want to increase the parent's independence, so that as we talked about before, they're able to do the things we're talking about when we're not there. That, of course, is our ultimate goal.

We talked a little bit about this challenge of working with adults because it's not what we went to school for and it's not how we've been trained. So we're going to touch a little now for these next few slides, just on some pieces of working with adults and how it's a little different.

The first thing is that our own personal experiences and the way that we learn has a great influence on how we perceive other adults want to learn. So if we like to read a book to learn how to do something, then we think other people like to read books to learn how to do things. If we like someone to just get in there and do it and be hands-on, then our perception is everyone wants to do that. And, of course, just within this room, we're all going to have different ways we like to learn things, so the families with which you're working are going to be the same way. You might have a dad that wants to read the book and a mom wanted to be hands-on. So we just need to be cognizant of that. What I like to do is a little bit of everything. So I like to have a handout and something on paper that I leave a family with so that if they are a person that wants to read something, I've given them something to read. I like to do a demonstration because there are people who believe that they learn better from seeing somebody else do it. So I might do a short demonstration. I think that whether a person perceives him or herself as being one who benefits from getting in and doing it, it doesn't really matter because ultimately that's what I need them to be doing. I need them to be in there doing it. So part of what I'm going to do is get them in there doing it. So I'm just going to be looking at it from a lot of different angles. So this slide is really just reminding you that the way you learn or the way you enjoy receiving information may not be the same way as the person with whom you're working.

So this slide -- these things are pretty obvious. But they're just reminders to us that adults learn best when they're interested. We all know that, that once we picked a career and learning things related to our career, learning seemed to be a lot faster and a lot easier than when we were learning American history. Maybe we should have paid better attention during American Government and we wouldn't be where we are... I don't know.

[chuckles]

Maybe that's the problem. No one was paying attention during American Government. When parents are actively involved, they're going -- when adults are actively involved, I think that's true for children as well. I think the next point needs to be listened to, that when adults feel valued and respected, they're more likely to be able to learn what you're teaching them and I think especially related to what we're doing. They're more likely to be engaged. I think it's really important that anyone feels successful and safe and I think we forget that when working with adults. I think we feel a lot of that when working with children, but that's one of the points that we really need to think about with adults as well. That they need to feel safe and they also need to be successful, that the more success they have the more likely they are to come back and do more of whatever it is we're requesting.

I think that related to the real-time embedded coaching, when you have an immediate application to real use -- so if you're demonstrating something that the parent is definitely going to do, like when Ile talked about changing a diaper, feeding the child, getting dressed and undressed, those are things that have to happen every single day, so those are good places to start if the parent doesn't have a place to start. And if they can make connections and relate to the experience. So this really goes to the toys. If you're bringing the toys in, I think we hit that point and everybody knows where I stand on it, but as an example, if you're bringing the toys in and then taking the toys out, the parent can't really connect or relate to it because the toy is gone. One of the things that happens a lot when I'm giving presentations is that if the children in the videos are doing well or are perceived as doing well, people will often say, well, the children I work with aren't like that. And I think there's some validity to that. If you perceive that what I'm showing you isn't a good representation of the families or the children with whom you work, then you can't connect to that video, so you might even almost tune it out because once you see the child looks different or functions differently than children with whom you work or the parents are functioning differently, then you're not as inclined to pay as good of attention or get the same thing out of it. So the toys are the same way. If you're bringing the toys in and the parents can't connect with them because you're going to take the toys away, they're less likely to remember the information you provided or apply it to other situations. We do know that adult learners when they have influence over their learning they feel vested and have some ownership, so that goes back to asking for their comments, their opinions, their feed-in and having them pick the toys or activities.

Your goal as a coach -- and I keep saying this, not because I don't think you can remember it, because I'm trying to say it in different ways so it will sink in somehow. Your goal is to build parent confidence and self-esteem. And I think we just need to remember that. We need to strengthen the parent competence. If they feel good about what they're doing, they're going to be more likely to do more of it. We also need to help parents recognize their strengths and skills. I'm going to show you one video in reflection where you can tell by the parent's body language that she -- even though she just finished a session and the session has gone very well, all of her feedback in reflection is negative. And it's -- I'm not going to tell you where it's stemming from. I'm going to see if you can figure out where it's stemming from because she says it in the clip.

So my experience in doing coaching is that very often at the end of the session the parent's perception is, this didn't go well. It happens all the time. You say, how did it go? Hmm, I don't think it was a very good session. When I've been doing tele-therapy, so I'm on my computer, I can type fast enough that I've been a full transcription, type what the mother said, what the child has said. I can really have a transcription that I'm able to then send to the family. And at the end, when I say to the mom, you know, how did that go? I don't know, that was a bad session, I don't think I got very much. I'm able to say, actually... and then I can count all the word combinations she was shooting for that she got because I actually transcribed it. So I think it's very, very common at the end of the session, when we ask, how do you think it went, for the parents to beat themselves up. Especially if the child -- if they perceive the child wasn't behaving, because I think they're embarrassed that the child wasn't behaving. We need to be really good about reminding the parents about all the things that went really, really well. Because I think it's just our nature when they perceive that you're critiquing them, that they're going to beat themselves up, okay?

So that helps parents identify successful interactions.

So these are some characteristics of an effective coach. These are just things about, you know, being a good person probably, plus things that we already have sort of talked about. And so one of the things that we need to talk a lot about, because I think it's one of the things that is the hardest, is developing this trust in the learner. So for the families that you don't know yet who aren't on your caseload, you can just sort of go in saying, okay, she told me to trust them, so I'm going to. Because you don't have any preconceived notions. But the families you have already, they're going to be the harder families to switch over, if you make a change, because they already have a preconceived notion of you and how you run your session, and you have a preconceived notion of how they're going to respond because of your previous experience. So you just need to know that. You don't have that same -- you have a different level of trust. You trust they're not going to do it in some cases. Like the family that you were talking about that, you know, you already have sort of a cranky mom, and so every time you go into that situation, you're expecting her to be cranky. If you could, make yourself just have a complete personality change and walk in and just expect her not to be cranky and treat her that way. Maybe she -- you know, she won't be able to do anything except be nice and not be cranky because you have a different attitude. You may or may not be able to change her doing that. But for a new family, it's going to be much easier to implement because you're not changing anything because they don't have a preconceived notion.

All right?

We've talked about being collaborative and we're going to talk about being reflective. I want to talk briefly about being a good listener. I think sometimes it's hard, especially if you're tired, you're in a bad mood, if you've had a bad day, if you're feeling defeated by whatever has happened, but it's really important to try to be a good listener. and that doesn't really just mean to the words a person is saying. So we're going to talk about when we see some of these videos, looking at the parents' facial expressions and body language because it's telling us a lot about what they're feeling even though the words coming out of their mouth may or may not match that facial expression and body language. So we just need to be aware of that. And as the woman over here had shared earlier, the tone of your delivery is also very important, and listening to the tone of the parents, of how they're expressing themselves is also going to be important.

When you are communicating, this slide is specifically intended for during the act of the embedded coaching. These are probably good skills for being a good communicator anyway, but this specifically has to do with during this embedded coaching, that you need to think about producing your comments clearly and concisely so that you're not taking away from the activity. And that you want to be responding to what you're observing both in the parent and in the child. So if you can sense that the child is only going to last another three minutes, don't expect the parent to go on for 13 more minutes because you're setting the parent up to fail. My best analogy for that is that when I'm in audiology I do a lot of rule-out hearing screenings those as the audiologist but with the assist. I'm in the booth with the child trying to keep the child engaged in the activity and it's not uncommon for me to gauge how much more time we have based on how the child is behaving. So I might say to the audiologist, you have like three minutes, so whatever you need to do, you better do it in the next three minutes because I cannot -- I'm not going to be able to keep this child's attention longer than that. Or I might say, I think I'm good for about another ten blocks and after that I'm going to have to tell the child they get to go, because I can't keep them any longer. I'm getting that from sitting across from the child and just watching the child so intently. You also get working with a parent, you know the parent is only going to last another three minutes or the child is only going to. So be aware of that and then make sure the session ends before either one of those two people has a meltdown. And even if you've had to cut the session short. Just say I think we probably only have three minutes left. Looks like you're going the lose it or he's going to lose it or you're only going to feel comfortable for this much longer. That's okay. But you need to be watching that body language and be using positive language as much as possible while you're doing the coaching, and I'm going to talk to you a lot about positive language.

All right. So now we're going to move into what the coaching looks like and how to do it. So you have a handout that is titled "Components of a Coaching Activity."

So these are what I'm going to refer to as the four components of a coaching activity. And we're going to talk about each of these as we move through.

So the first component is the introduction to the lesson or session or activity or the joint planning. Those are sort of the same thing. Has everybody found that handout? The top of the handout reads Components of Real-time Embedded Coaching.

We're talking about the first bullet point on that page which reads "joint planning."

So the key to this is that it reads, the parent states the activity. All right? So when you're starting your session, what you eventually when you get to this point you want to be saying, okay, so what activity do you have planned? Because, again, the parent is the one that is planning the activity, so that's sort of the first thing that is going to happen. And following that, after the parent identifies what they're going to do, the next thing you're going to ask about is, what are your goals for this activity? All right, now, I'm going to give you in a minute, we're going to get a list of sort of the kinds of things you could be working on. So what is going to happen is the very first time you do this with a family they won't have any idea what you're talking about, so you'll need to do a little bit of explaining the very first time. It's like the first time you played monopoly you had to read the rules and get some background information to play. It didn't take away from playing Monopoly. It's just that you had to have some foundational information before you could enjoy the game. It's going to be the same thing. You're going to have to give some information to the parents in order for them to be able to engage. You don't -- you don't want them to not know what their choices are.

Another analogy there is, it drives me crazy at IFSPs and I. EPs when we read off the paper and say, what are your concerns? The parents don't know what that means. My concerns right now, I just want to know if I get the services. Is that what you mean? Am I going to get the services?

So we need to explain either, when I ask you about your concerns, this includes XYZ or what I often say in a meeting is, when the service provider -- or the service coordinator says, what are your concerns? I look at the parents who are blank and say, can we make this multiple choice? Can you give examples of what a good response to that question would be?

So it's going to be the same thing for you. The parent will be able to come up with the activity, and if you talk about it and they feel uncomfortable, you can give them some ideas. When you ask them what their goals are, you are going to have to give them some ideas of what that could look like, and I have a whole handout for you that is going to explain the kinds of things, so we'll go over that.

Then you are going to need to explain if there is language -- if you're actually working on language development, because sometimes you might not be working on language, but if you are, then it will be important for you to use the parents' ideas and give them the right language to describe it. So if they say they want to use descriptive words you might say, oh, so you want to use adjectives, those are descriptive words. What adjectives or descriptive words you are thinking about? So you know on the front end you know where they're headed. If they say they're using single words, I want to use two words. You say, oh, you're going to use two words, that's more than one word, so you're going to expand your child's language. So there's some -- you need to be teaching the lingo at the same time that they're articulating what they want to do because they're going to be reading reports and other things that have that other verbiage in it that we need to also help them learn. And also you're going to hear a lot in these where the parents are going to say what they want to do and teachers are going to restate it. Also restating it will be a good way to know if you actually understood correctly. Because if you heard it wrong, then they're going to say, no, no, that's not what I meant. And they'll correct you. So you want to be restating and including that language.

You also want to be thinking about what technique you're going to work on with the parent. So if the parent says, I want the child to move from using single words to two-word combinations, then you're going to be working on helping the parent provide opportunities for two-word combinations or maybe you need to be modeling those two-word combinations. So it would be -- you would have to know from that situation what to do. So let's just pretend we need to help the parent prompt for a two-word combination. I would then be saying, oh, this is great. So help me understand how you're going to prompt your child for the two-word combinations. If the parent doesn't know, then we're going to tell them, and what we're going to say is, okay, here is what is going to happen. If you hold -- you've got a blue fish and red fish and green fish in front of you and if you hold up the blue fish and the child says "fish," I want you to point to the fish and just say -- just look confused and say... "hmm... what color fish?" And if they don't say anything, you say "blue fish." When you pick up a different fish they'll do it. Or give a choice of two fish. Whatever you decide is going to be your strategy. If you give the child a choice of two they have to say the color because when they say "fish" you won't know which to give them. That will help you. Those are the things you work on with the parent. You say, I'm going to help you -- be sure to prompt them -- and I'm going to pick giving a choice of two. If you hold up one fish and the child says "fish," I'm going to say, give a choice of two. So during the coaching, that's what I'm going to say to help you give your child a reason to have to use a two-word combination, okay?

And then I'm going to explain the kinds of suggestions I'm going to make. So that's what I just said. So we're going to use giving a choice of two and this is how I'm going to do it. I'm either going to say, give a choice of two or I'm going to say, "say do you want to red fish or the blue fish." And you're going to see examples of this.

All right. The next thing is how in the world do you pick the activities or what kinds of activities are good activities for doing coaching? So you have another handout that is titled "Coaching Activities." Everything listed here is something that our families have done. They're only on the list if the -- if our families have done them. So these are all things that families have chosen to do as an activity with their child. Now, the language or the technique or the skill that was attached to it may have varied, but I just wanted to provide you with a plethora of ideas of the kinds of things you could be doing. So a lot of food activities. And then you can see on the back side -- if you have a one-page document -- there's some like arts and craftsy kind of things and actual board games and there are some toys, things to do outside. And then just some things referred to as other activities that I didn't have a category for them. Okay?

And we're not going to really talk about those unless while I'm speaking you're scanning it and think, I wonder how you would use that, then you can ask me that later.

All right. So this is going to be an example of an introduction to a session. So the boy in this picture, his name is Caleb. He's 34 months at the time of this video. He had progressive hearing loss. So he started out with normal hearing in one ear and profound loss in the other, and then at about 15 months the good ear declined, and so he has -- he had hearing aids on -- he had a hearing aid on one ear but now he has a hearing aid on the other ear that then declined and now he has cochlear implants. So he's a hearing aid and cochlear implant user. We're just going to watch so you get an idea what an intro to a session looks like.

>> BETSY BROOKS: Does anybody have questions about just that little clip? All right. We'll keep going. Okay. So when we talk about -- just to remind you, when talking about real-time embedded coaching, that's in return demonstration. This teacher has done activities with Play-Doh with the mom in other situations and the mom has seen the teacher doing that interaction at some other time. If this were the first time and the teacher had said, what does Caleb like to play with? And mom said, Play-Doh. Oh, I would love to play with Play-Doh with him and I want you to watch me do and then pick something, so that she would be having an intentional observation. And now the parent is bringing the materials and has decided this is what she wants to work on.

So the coaching can happen before, during or after the activity. So you saw in that clip, she did a little bit of coaching before saying, this is why we're going to withhold the materials. So the mom knew she needed to withhold, but the teacher is making sure she understands why at some previous time the suggested she withhold materials. Just a reminder, it's easier for him to pay attention if you don't give him all the Play-Doh at one time, he'll just play with Play-Doh and we won't really have a lesson out of it. Okay?

All right. So you want to coach a pre-determined lesson. It doesn't have to be determined by you. It can be determined by the parents. But if it's a fly-by-the-seat of your parents lesson, then know no one has prepared ahead of time. If you've shown up at the session at the house and you're encouraging the parents to come prepared and they're not prepared and now they're going to do something, if they've never done that activity before, they cannot be prepared. So your attitude and your manner in which you interact with them is going to look a little bit different than what it would look like if everything had gone smoothly because they're going to be flying by the seat of their parents so they're not going to have the same -- when you say "what are you working on?" They have to think of it on the spot and not ahead of time

You want to discuss and explain the goals. We went through that. You want to choose one thing on which to focus for influencing parent behavior. And I always tell everyone, work on one thing because there's a chance if I tell you to work on one thing you only will work on two or three. And the reason is because if I say, "let's work on -- let's work on just withholding the materials." The minute the mom doesn't model language appropriately, she's going to jump in and say, don't forget to give a model. Well, that wasn't the deal. The deal was we're going to work on withholding materials. And the reason this is so important is that it's just overwhelming. If you are -- if you, all day long, we all make mistakes in our practices. We all make mistakes all the time in what we're doing. We make choices we take back or change. If someone were standing there and telling us what to do every time we started on and made a poor choice, we would get corrected all day long. It just happens. And because those little small mistakes don't really matter as long as we correct them, it's okay. And nobody knows unless you're being watched by a student teacher or, you know, a parent or something, or a parent probably wouldn't recognize it as a mistake. But when the parent is trying to do something and we focus on too many things, they can't learn any one thing well. If we stay focused on one thing, for instance, if we were staying focused on just withholding materials, we can change the behavior of the child so he is better behaved, and then the mom will be able to get more out of him and have better control and have more success. So you need to think about what is going to give the mother or father, whoever it is, the most success the fastest. And then pick that as the thing that you're going to work on. So even if the parent is picking two-word combinations, you may decide that what you want to work on is not the prompting of the two-word combinations but the parent waiting to get eye contact before they model a two-word combination. So that's where you're going to have to be very careful in how you're thinking about what will be the fastest and easiest way for the parent to have success. Okay?

And so I'm suggesting you pick one thing and you're going to have to share that one thing with the parent. You're going to say, withholding the toy is the thing we're going to work on. Or getting eye contact. An then explain how you're going to support that, all right? We talked a little about that. And then you're going to embed that into the coaching.

Now, you have another handout that reads "Techniques for Parent Support."

This handout is broken into these four categories. So there are things, quote, that you as the coach could be working on. Some are sort of with the parent, some are with the child, but they are things you would be focusing on to correct or to support for the parent. So they're divided into -- if the child has no words, if the child is using single words or two-word combinations. If the child has simple sentences of three or more words and if the child has simple and complex sentences for six or more words. So I've broken it into those categories so you can think about a child in your head, think about their language, and then look at the paper, the handout, and think about which of those skills on the handout might you want to work on with that parent that you're thinking of for that child? Does that make sense?

So let's just look at a few. So if we look in the first category at the prelingual or no words, you can see that just positioning alone may be something that you want to work on when the parent is doing any of those things, for feeding, reading books or for playing. And that's also true for other children and you'll see under the next bullet point, single words and two-word combinations, it also lists positioning. That may be what you're working on. If the parent, as the woman over here mentioned earlier this morning about if you're doing incidental learning and the child is playing on the floor and moving around, it's going to be really hard for the parent to be providing language input that is likely meaningful because the parent is up here and the child is on the floor, the child is moving away from the parent. The parent is going to have to run around to get in front of the child, all of those kinds of things. So you may just be working on positioning and talking about, should we do this with the child in a chair? Should we do this with the child on the floor but where the child's back is to the wall and you're opposite to the child so there's less places for the child to run to. Should we do it with a child seated in a high chair so we're able to keep the child at a space we can really be impactful?

So that's one of the things. If you're reading a book you need to think about positioning no matter what so the child has good access to the person who is reading the book.

If you -- if it's a child who doesn't have good eye contact, who is very young or maybe needs to be a good lipreader but isn't a good lipreader or who doesn't realize by lipreader they get better information, maybe just work on eye contact and help the parent understand that. If you're a child at single words or two-word combinations, this is another thing you may be looking at, just wait time. Beginning to teach conversational turn-taking. If the parent never stops talking the child will never understand that when the other person stops talking, he's supposed to talk. So that would be another thing. So all of those things are listed here for you to -- I shouldn't say "all" because there's some I didn't think of probably. But those are things listed for you to think about as the skill or the technique that you would be teaching to the parent during the session to support them in developing that skill. All right?

Does anybody have questions?

Okay, don't fall asleep even though it's after lunch.

So I talked a little bit about this. You want to explain the expectations clearly to the parents. So we just want to make sure that there's not a disconnect. You want to state exactly what you're going to be coaching, so the example here is we will be working on managing behavior. So I'll provide examples of the words I'll use when doing it, so I might say "wait." I might say "don't give it to him." I might say "make him wait." I might say "make him look." Those are the things I'll say. So before I start the parent knows when I say that, you need to be withholding or whatever we decided to manage behavior. And you need to provide the explanation before the activity begins, because one of the problems with the real-time embedded coaching is that the child is there engaged in an activity and if you stop the activity to give an explanation, then the child has to sit there and wait for you, and they're just under the age of three not going to sit and wait. You're going to create behavior. So you want to make sure that you're not disrupting the flow of the event by providing long drawn-out explanations.

When you make your corrections or you're making suggestions, you will have already stated your focus before the session started. You have explained what you intend to do and what you intend to correct. And remember we're going to stay focused on one thing. So if we're correcting eye contact and the child has bad behavior, you've got to bite your tongue and sit on your hands and try not to insert yourself into the event to make the child behave.

The parent has to decide if she wants to manage behavior. And sometimes parents say can we change the focus and work on behavior? Let that be their decision. And you can talk about that upfront. You can say, you know, the focus of the session is going to be on eye contact, that's what we decided. Do you want me to help you with behavior if it comes up or just stay focused on eye contact? If the parent says, oh, I hope behavior doesn't come up but if it does I might need help. Just say, okay, we might change the focus or I'll do both of those things. If you already worked on eye contact before and you're just now starting to work on behavior, then it's fair to be working on both of those things at the same time because you've already done sessions when working on eye contact. But just don't get yourself in a position of every move the parent makes you're making another suggestion. That would be defeating and beat them up.

You're going to need to be clear and succinct and use short phrases and sentences, only making one suggestion at a time, and remembering -- see, this is where I keep telling you, focus on one thing at a time. So when we talk about stating the comments clearly and concisely, you need to be really specific and you're going to see that when we get to the coaching tapes. You may need to tell the parent what to say. So that may be what you're going to tell them. Look, up front, if you're trying to do a two-word combination and can't think how to do that, I'll say to you, say blah, blah. Once you get in the habit of that you don't have to say "say" anymore. You just say "it's a blue horse." The parent knows you're telling them to say it's a blue horse and they say, it's a blue horse. They figure it out. You'll see that happening. The feeding of language happens a lot. So I would say that when we're feeding in language, it's because we perceive the parent is stuck. So they haven't stopped and said... ah, I don't know what words to say, but you can just tell because they look sort of scared, like a deer in the headlights. When that happens, the teacher knows, feed that language in. It's been talked about before this session ever started. The other really important thing is when you give directions -- this is true whether it's during the embedded coaching or at another time. You should always be explaining why. It's really important for you to understand why you're doing what you're doing, but if you're trying to teach someone else how to do it, it's even more important to be explaining why you want somebody to do something, so that they'll buy in and have a reason to do it. If you are just telling them what to do, they're not going to learn the skill. They are imitating you but not actually learning the skill and not going to be able to think about it and make decisions on their own.

All right. We talked a little about this, about watching the nonverbal communication. And responding to it. So you can see under that bullet point of responding to parent behavior, right away it says "help when the parent is stuck." Remember we want the parent to be successful.

You'll know. It's sort of like with a two-year-old. If you think they asked for a blue cup and they wanted the orange cup, you're going to know the minute you hand them the blue cup because they'll throw their head back and throw a tantrum. If the parent didn't want you to help him or her and you helped, you're going to know right away because they're going to go... ah, I wish you would let me do that myself. Then you're less likely to insert yourself the next time or help the next time. It's fine. It's okay. I've never had anybody get up and walked out of a session because I over-helped them. It just has never happened.

All right, so here are some examples of keeping the comments simple and succinct. So you want to use simple statements and simple corrections. So you want to say what the parent did well. So we are really good at saying, that was great, perfect, nice job, good, very good, that was awesome. Here is the problem. The person receiving the comment has no idea what you're talking about. So a lot of times we -- it just happens and you're going to hear it probably sometimes in these tapes. The teacher actually says "awesome" and she's talking about the child. The child does something good, so her natural response is... yes, that was awesome!

She's not even talking to the parent. It just happens. So the parent, hearing that, may think, oh, what I did was really, really good. And she's deciding in her head what it was she did which was good, which had nothing to do with what the teacher said, oh, good, awesome. I'm suggesting after you say the good thing, "perfect," you say, "you provided a great model." Or "perfect, great model." It's got to be really short but you need to tell the person what they did that was good. If you want to increase good behavior you have to identify the good behavior. You can't just say "that was good."

You're going to see it's not as easy -- I mean, I feel like it's really easy but my guess is if I watch a video of myself I don't do it all the time although I feel like I do. And you're going to see in the video sometimes people are doing it and sometimes they're not doing it, and as I said, it's just an ongoing conversation that we're having. But if you never do it now and you do it two times during the sessions you have in the next six months, that's two times more each session that you're identifying for the parent what they're doing that is good than what is happening now.

So don't -- you shouldn't have any expectation for yourself that you're going to go from wherever you are now to the top. It's going to be a long process, but every step along the way will help the parent know what they're doing that is good and then, of course, they'll continue doing it. All right?

Okay. So here are some examples of positive language with the comment. So, for instance, that was perfect, he imitated the model. So that tells the parent that what was perfect about it is you gave a model and the child imitated it. That's what we're looking for. But without me having to explain that whole thing, okay?

I just said, yes, you corrected yourself. So if that was something that the parent was working on, was making sure that they were speaking using grammatically correct sentences. So a lot of parents use telegraphic speech and they'll say... I don't know, I can't think of... somebody give an example of something.

The ball blue. And they're not using "is." I would say we should be using grammatically correct utterances. The ball blue. I open my mouth and before I do she goes... "the ball is blue." Yes, you corrected yourself! Because we talked about being sure to use those words and not omit those words, so that would be an example of that.

Nice job. You provided a two-word model. You can see those examples there that give you the positive reinforcement followed by what it is that the person did that you're positively reinforcing, okay?

All right. So now we're going to look at a clip of the coaching. So this is after Caleb, who we just watched. The mom talked about what she wanted to do and now this is the activity. So what you want to be watching for is how the coaching is embedded. You're going to be listening for what the teacher is saying. You want to be listening for how she's making comments and suggestions, and you want to be listening for her positive language, okay?

We're not going to do any break-out or anything. This is the beginning of sort of seeing these segments.

>> BETSY BROOKS: Okay, did you see there were some really good things in there and things I would say, what are you doing that for? Like when he coughed and she said "nice job." I have no idea. Nice job he covered his mouth or nice job she told him to cover his mouth? I really have no idea. And I haven't asked her to watch it -- to tell me, but I left that in there so you could see how important it is to say what was a nice job, because I actually have no idea what was nice.

All right?

Does anybody have questions? I think that was also a really good example of he did not talk at all unless his mother said "tell me" or provided a model and said "tell me," otherwise he would have been playing with the Play-Doh by himself and he actually could talk quite a bit.

All right. So now we're going to look at some of the potential challenges. So one of the issues is the seating. And so you may need at the beginning to seat yourself away from the parent and child, so that you don't have an opportunity to insert yourself into the activity. This particular teacher that you just saw, her name is Laurie, and she still, after all these years, has to put her chair really far away, because she just can't help herself. When she first started doing tele-therapy she almost broke her finger because she kept hitting, trying to get the toys in the computer, she would go to grab what was on the table in the computer and you would hear her screaming from the office. When she would slam her finger against the computer. She for whatever reason cannot not insert herself, so she has to physically sit back from space. And she'll start six or eight feet away and by the end of the session she's like putting the chair closer and closer. She's conscious. So she knows, I'll start far away and at least the beginning of the session I won't have inserted myself. You need to be careful not to take over the activity. We talked this morning about, if you take it over, the message you send is "you're not capable, so I have to do this for you." And really that's our problem. We need to be able to articulate well enough that we can make the parent capable. And so things to consider about the positioning of the parent and the child is does the child need a certain access to sound on a certain side, from a certain angle, is that important? If it is we should be helping the parent understand that. Does the child need to have good eye contact? If so we need to help the parent understand that and how to get that. Do we need to position the materials in a certain place so the child doesn't have access to them? You saw in the clip just now with the Play-Doh, the only Play-Doh pieces he got was what his mother gave him. He didn't get to have just the can of dough and all the toys that go with it. That was so she would be able to have control and cause him to have to talk to get those pieces.

All right?

Okay. We talked earlier about deciding focus before you begin. So the challenge here is, can you limit it to one -- only one thing or maybe two?

And that's the challenge. The challenge is, can you find the right thing to focus on so that you're building the child's confidence and building the parent's confidence? It's complicated. You have two people here you need to come out both of them having felt successful. The challenge is, are you able, you know, to do that, to get both of those things accomplished. Another challenge, until you get used to it, is the timing. So that you're not talking over the parent. Like you saw where the mom said "jinx" because they both said "nice job" at the same time. That was a funny talking on on the of each other, that doesn't matter. But if Laurie were trying to give directions to the mom and the mom was trying to tell the child something you don't want both of those people talking at the same time. So you just have to get used to it. It will take a few times, but once you figure out the timing, it will be fine.

The other thing is, there are going to be a lot of comments that just have to go by. If you make those comments you might disrupt or interrupt the lesson, so you just have to be cognizant of how many comments am I going to make, and is that going to overwhelm the parent? You just want to be careful about it, okay?

All right. So this challenge addresses whatever we talked about this morning about the challenge of getting the parents to actually engage. So some of the challenges are, can you get the parent sometimes just to come in the room, okay? So I talked this morning about how I, you know, had a family where I showed up at the house and the mom would have -- there was a set of triplets and only one of the triplets had been affected at all and had hearing loss and some other things. So the mom would have the two other siblings up and playing with them and the third child, the one that I was at the house for would be in her crib every single time without exception. And I would walk in and I would say, oh, you know, where's the baby? And she would say, oh, she's sleeping. And you could clearly hear coming from the bedroom noise. No, I think she's up. Why don't you get her? And I said you get her and I'll take these two. No, I'm already playing with these two, you go get her. I would go get her and I say, I think she should have her diaper changed. There's the changing table. And this went on -- you're all like totally stunned, all right? So I consider myself pretty assertive. I consider myself pretty on top of it. I have a lot of confidence. Every single time I did this home visit I would just get in my car and start calling all of my colleagues back at work, like, oh, dear Lord, I am such a loser. I can't even get the mother to come in the room with me. I can't get her to hold her child. This is horrible. Everyone is making fun of me and they start volunteering to come to the sessions with me. They're going to come because they know more than I do. I don't know how, but they do. So a colleague comes with me. And I'm coaching -- I'm working with all three children because I have to, because there are three triplets. Sometimes when I would come, an example would be, I'd say, we're going to feed them a snack or whatever. That's what time it was, they're up from their nap and getting a snack. So the mom would have three high chairs lined up in the dining room and she would get the three children into the high chairs and then she would, like, leave and go do the laundry or start sweeping, and so I feel like I was really assertive about this. I'd say, you know, mom, this is for you. Here is your chair, why don't you sit here next to me. No, I'm just going to sweep. And then I would lose my guts. Like I wouldn't be able to continue being direct. So this went on -- there were so many examples of I'm just a total loser. One time there was a babysitter when I arrived and then I arrived and so the babysitter leaves. Okay, so now I'm there with the three children. So I said -- I mean, I guess I didn't ask. I just assumed mom was somewhere in the house. So I'm there for my whole session, I've never seen the mother. It's time for me to leave and I'm like "hello? Is there anybody home?" I've got to go. She had been if there the basement on her computer the whole time I had been in this session. So now my colleague comes with me. So everyone is just laughing at me like every time I'm driving from school to their house I'm on the phone with somebody, build me up, give me the strength to go back in. I'm such a bad person, I can't do this, I don't know what is wrong with me, I'm not successful. So I bring this colleague with me. And the same thing happens. We get there, baby is not up, we get her up, change her diaper, put her in her high chair. Now there's three of us and three of them. So clearly we can make this work. And so I say, okay, you know, where do you want to sit? And the mom says, I'm not sitting with you. And so the colleague, who hasn't been with this before gets assertive and pulls up a chair, no, here is a chair for Betsy, a chair for me and here is a chair for you. And she says, I'm not sitting there.

Okay. Now my colleague is intimidated, so we go ahead and do our little high chair activity. And the colleague looks at me and like we're changing activities. Okay, now we're going to do a book. So I -- we turn to the mom again and say, which child do you want?

So you can have your choice. We don't care which one you pick, but you have to pick one. So two girls and a boy and one of the girls is the one with the hearing loss. So she picks the boy. Fine, nobody cares -- no, the second girl. She picks the girl. My colleague picks the boy and I have the child with the hearing loss. And we get up and move into the living room and we put the children on a couch and then we're going to sit on the floor in front of them and we have a book, okay?

So my colleague Carrie, has the boy and she does the activity, she does the page in the book with the boy and she physically passes the book to me and the mom now is sitting here -- like we got her at least seated. Passes the book to me, I do the activity, the page with the girl with the hearing loss, and I go -- I physically go to pass the book to the mom and she grabs the child across from her, stands up and goes... we are not participating. Now, she has the hearing child. There's nothing wrong with the child she has with her. She says, I'm not participating.

So I'm like, okay, I'm feeling really good about myself now because now there's two of us and we still are totally incapable.

So this was a long time ago when I didn't understand the emotion of parents -- I thought I understood it really well. Not nearly -- I did not understand it nearly as well as I needed to for this situation. In hindsight, the end of the story is -- this is a child we were very concerned about. She was not learning spoken language well. She had a progressive loss. Low cognition. Every hit from the triplet birth. She presented as being low cognition. She sort of held her head to the side and her moth was kind of open. We couldn't get her to do things. One point we had vision involved because we thought she had a visual -- I mean, every bad thing.

The end of the story is the child is totally fine. She's completely up to speed with her siblings. The mother is an incredible person and a great mother and she was just in a really bad place when I was going to her house.

So I had to keep going, and what I know now is the best thing I did was I kept going and that I kept all of my frustration to myself and just said it to my colleagues on the telephone and I went in every time just sure this was going to be the time that I was going to get her to help me. At one point she wanted the child to learn spoken language and I had to just say, I don't know if we're going to be able to teach her spoken language, so we brought a sign language person into the home separate from my service, and what we learned very quickly was once we had coupled that sign language with -- well, first she was learning the sign language, then the sign language person reported she's learned about three or four words. Then we used the sign language to couple with the spoken language and that was the key that caused her to eventually understand what was going on, and then she just dropped the sign language once she started learning words. But I just had to stay completely open minded and not be mad at the mom. I really was mostly mad at myself because I consider myself a top-notch practitioner and I could not bring this woman out from the dark side over to my side, and it was so frustrating. But I just kept saying, change what you're doing and she'll come along. Change what you're doing and she'll come along. And like I said, the child is incredibly successful, a great, great little girl. The mom is incredible. She just was in a really bad place. She had triplets, she wasn't planning on having triplets. She had to have her -- whatchamadoodle closed. She's having surgeries and on the feeding tube and then sucked on the bottle -- I mean, everything bad happened. It's understandable she was in a bad place but I needed her to participate in my sessions. It was all about me, can I do a good job, and we just need to remember that, like I said, it all ended up fine and the woman was a great person but she was just in a bad place. So don't give up.

She was in a bad place? How did I find out she was in a bad place? I could just tell. I mean, I still continued to provide service, and I knew she was a really good person. Like a lot of times in my head I think to myself, wow, if we had gone to high school together we would be really good friends, and I wish that I could go out and have a beer with you so we could actually have a heart-to-heart, but I have to maintain a professional separation from you. And so I'll just wait until you come around and then we'll talk about how I wish I could have gone out for a beer with you.

She just worked through it. It was just a process. I think that, you know, there are some people, like I perceive in my own self that if this had happened, I would have just pulled myself out by the bootstraps and gone gangbusters, but my husband would still be at home trying to figure out what to do. Everybody is different and we all have different personalities, and I think this woman is a gangbusters kind of gal, but she was completely devastated and I don't actually know how she had triplet birth. So if that was not a natural triplet birth, families that have multiple births that are not natural that have used some means of getting that, depending on their religion, have incredible guilt that this is God punishing them because they did something that they, quote, should not have done. So I'm not going to go down that path. You know, I can't go down that road. My guess is that was the situation in this family. I don't know that for a fact, but I do know that for a fact with several of my other families. That there's just -- they feel they're being punished for something they should not have done in hindsight.

Okay. So here are, for the person who was talking about how to engage these people, here are some things that you can do to try to help engage the parent. Give multiple choice responses. So say -- you know, ask a question, you don't get an answer, oh, let me give you options. These are options, depending on what you asked.

You might -- this just happened. I don't know where I was, but somebody just posed the question to me saying, -- oh, a colleague at school said, I'm doing a great job, this family is great, mom is doing a great job during parent support sessions, but when I ask her what activity do you want to do, I'm telling you she does not open her mouth. And we've been doing this for four months. So someone else in the room said, why don't you write down a list of everything she's done so far and show her the list and then ask her, would you like to do one of these things again or would you like to add something to the list? And maybe by writing it down that will help. So I think that's just another suggestion, is if you -- whatever you're trying to get a response to, if you have some written responses, maybe they will pick one of them and you can start to draw them in.

Making a choice from two. Sometimes multiple choice can't be three or four choices, that's still overwhelming. Maybe just a choice of two. Would you like to do something you did previously or would you like to do something new? And hopefully that's happening the week before you have the session, not the minute of.

Another great strategy is close your mouth and just don't do anything. Eventually one of the two people will break the silence. So if it's not you it has to be the other person. Okay?

So you just have to start watching a movie in your head or do something and just don't talk. The other person will eventually break it if you can withstand the silence and the silence is probably not going to last 30 seconds because 30 seconds would seem like a lifetime. So you could just wait. Yep?

>> AUDIENCE MEMBER: [ off microphone ]

>> BETSY BROOKS: Yes, she's suggesting in Maine they're using an outcomes matrix. And so we all essentially could have an outcomes matrix if you had your IFSP with you, or you took the information off of the IFSP and made sort of a matrix. What she's saying is it gives you an outcome related to a skill that you want to work on because that's what you wrote for your IFSP. There won't be an activity attached to it but you could be brainstorming. So the way to use that really effectively would be at the end of the session, which we're going to talk about, when you're deciding what the homework is and what to do, the next session, if you say, what do you want to do next time and they don't know... so after your first session you should be one step ahead. Then you won't run into this problem. So after session one, at the end of session one, you're going to say, this was a great session, this is why, blah, blah, blah, this is what we worked on. What would you like to work on next week? If the person says, I don't have any idea. Pull out the outcomes and you say, well, what activity should we do to go with it, and they don't have any idea, then you on the spot could brainstorm. And if it's not your first year of providing service, you have enough ideas in your head that you could come up with one that would fit what is going on. It's not going to work if it's your first day on the job, but if you have any experience under your belt you'll be able to come up with activities to reach an outcome. It shouldn't be difficult. That's a great suggestion. Thank you.

So we talked about this before. You need to be prepared. So there sort of has to be a backup plan. You need to keep your options open because anything could happen. These are challenges. You want to be prepared but you can't really prepare. It's sort of a mixed bag here. You want to allow the parent to make choices but then you offer choices and they don't want to make any of them. And you want to guide the parent to sustain control of the activity. These are one of the hard things. There are people in the world -- we all have girlfriends that we think, wow, I can't believe she's having children. You know, they just aren't little kid people or they don't have good behavior management skills. Well, they're going to be parents like that as well, and we've all had them. You think to yourself as you're leaving the house, that was really a brave choice they made to have children because they just don't have parenting skills. I mean, you're laughing but you're all like, uh-huh, that's my girlfriend, I know.

All right. So now we -- does anyone have questions about that? That sort of goes through the coaching.

All right, now we're going to talk about reflection and feedback. So you have another handout. At the top of it reads "sample open ended questions for reflection."

So I talked before about using open ended questions. You'll be able to get more information. And so it's okay if you start at the top of the paper and you don't get a good answer. Just go to the next question and then just keep going down the page until the parent says something. Or be really quiet and sit on your hands and see if anything happens. But I've written here that if you ask the parent how he or she feels about the session, how do you think the session went, did it go well? Was it challenging? What about it was tricky? Those are some pretty easy to get information from questions. If you just say, how do you think it went? And they don't say anything. Or they say it went well, the parent says it went well. Just say, oh, what about it went well? If they don't say anything and they just look at you, you can say, do you think it went well? Yes/no question. They're going to say yes, but you can follow up with, what about it went well?

The other side of it is you can say, was there anything about that that was challenging for you? As long as you ask, they're going to answer. The parent that is not answering, it's because either they don't understand the question, even though the question makes sense to you, they don't really understand what the choices for answers are, or they really don't know. Because if they knew they would answer. So you just need to remember that. You know, the parent has taken the step to engage in the process. If they could give you the information you're looking for they would offer it up. So if they're not giving it, you need to just restate how you're asking it or you might need to develop more trust or more respect. That's all that is happening there. Okay?

We say a lot. A lot of times we're frustrated with parents and people are sort of complaining in the lunch room I often have to say, remember the mom moved halfway across the country and the dad is still at home. Don't tell me that mother doesn't care. You know, so like the mother didn't show up for the parent support session or didn't read the paper that went home last night or the child doesn't have the right shoes for school or whatever. Okay, those are all things that we wish were different, but don't come to the lunch room and say "the mom doesn't care." Because she does care. She moved halfway across the country and left her husband and support at home to bring the child to our school so that we could help them.

So the mom is just in a place where that's the most she can do right now and we need to support her to get her to the next place. So you just need to remember that. Think of all the times you've gone to a house and the people weren't home, okay? The people that are home want to be helped or they wouldn't be there. So the fact that they showed up, even if they don't have an activity planned, they're still home. You just need to start to think about it that way and realize that they want to be helped or they wouldn't be at the session. Just getting to the session is a good start.

You can also ask a parent what would you like to do more often what would you like to do less frequently, meaning during the act or the activity, like have you found yourself having to say "no" all the time? A lot of parents say, I feel like I'm just saying no. Okay, that's something you would like to say less frequently. What did you do well or more often? I like when I'm modeling he's imitating. I would like for him to imitate more often.

Okay. So there's two parts to that last component of a session. One is reflection, that the parent is going to do. And you're going to prompt that reflection by asking those questions. The other piece is providing feedback. So when you go to provide feedback you want to highlight the positive things that the parents did, so you might be commenting on whatever it was you were coaching and how that went well. You might be commenting on whatever the goal was for the parent with their child, what they wanted the child to do more of. Either of those things.

And then you might summarize the session and provide in that summary some feedback about how you think the session went, okay?

Eventually you want to end the session and this is my absolute weakness, ending in a timely manner. So I can show up on time but I don't seem to be able to get out the door on time. I find myself with the car keys in my hand and I'm backing up and they're still talking to me like, please let me go, let me go.

So I think it's a horrible thing that I do, because I think it's disrespect of their time. If I said I was coming at this time and leaving this time, and I need to leave. And I use it as an excuse because they asked a question, but the truth is, unless there's an emotional issue happening I need to walk out the door. It's not fair if I said I was leaving at 4:00 it's not fair to be there at 4:10 or 4:15 or 4:20, even if it doesn't make me late to if next appointment, it's wrong. I do a slide about ending the session because I think I do it to talk to myself more than anything else.

When you are ending the session, doing a summary, you want to do joint planning for the next session. We talked about that. So you're going to talk about what the parent will practice in the middle and you're hoping to say, what will you practice between now and the next session? Start there before you tell them what they should be practicing. You're going to talk about the focus of the next session. What would you like to focus on the next session? What activity would you like to do for the next session? Talk about the potential activities and goals and then answer any of their questions.

All right. Here is going to be a video of reflection. So this Sophia, she's 33 months old. She is deaf and right now her hearing is stable since we first met her. Bilateral moderate severe hearing loss and using hearing aids. Her dad is going to be the one working with her. It's going to be very clear to you right away that both he and the coach are over-achieving Type A personalities. That is actually why they're paired together because they both have incredibly high expectations of themselves and of each other, and I'll just get your comments afterwards. I shouldn't give you false impressions.

>> BETSY BROOKS: Okay. So they did an activity with an avocado. Who does that? And he had an avocado peeler thingy like a gadget that you cut the avocado -- yeah, it was unbelievable.

So you can see that all she had to say was, how do you think that went? And he started giving information. He had been getting parent support for over a year, so he knows what is going to happen and knows what the expectations are. And he's being what appears to be relatively introspective, but what I know those are comments that the coach has made to him in previous sessions about you're finishing the sentences, giving her too much of a model, not letting her think enough for herself, he's heard that from previous sessions.

Does anybody have comments about that?

Okay.

All right, we're going to skip that.

Okay. So now we're going to look at -- we're going to start looking at just a series of video. We're going to look at some video that has to do with introduction to the coaching sessions. We'll look at some video related to the actual act of the coaching, and we'll look at some video that looks at reflection and feedback. I think before we start, because it's almost 2:30, why don't we take a 15-minute break now and then when we come back we'll just start looking at these videos and analyzing them.

Okay, we'll come back at a quarter until 3:00. Perfect?

Okay.

>> BETSY BROOKS: All right, let's come back together.

>> BETSY BROOKS: All right, I'm going to go ahead and get started. We're going to spend the majority of the rest of the afternoon looking at video, so that you can get a lot of examples of these three components, the introduction to the session, the actual coaching and the reflection and feedback. So here are the things we're going to start looking at, just several clips of the introduction to the session. And so the things that we want to be looking at are these -- I don't think these slides are on your PowerPoint. The reason is because I added these slides last night, after I embedded all of the PowerPoint that had to be re-embedded on to this computer. So we're going to be looking at making sure that the parent is stating what the activity is, that the coach is asking the parent what his or her goal is for the child, that if it's appropriate to talk about the target language, so if language is one of the things, that then there's some comment about the target language. That the teacher talks to the parent about what she's going to work on with the parent, so that she's telling the teacher -- the parent the technique that she's going to coach. And then examples of how she's going to provide support and make suggestions. So these are the components that should be included in the introduction and what I'm hoping is that as we watch these introductions, there are going to be pieces of this that are not present, and that it will help you begin to realize how important these pieces are and that it seems a little bit awkward now that you're -- you have a heightened awareness about them, about that they're not there. So when the teachers did this clips, these are the things that I said in a group meeting, and these are the things that I wasn't seeing. So I hope you recognize what is there that is good and you're recognizing what is not there and that we can have some discussion about maybe what the teacher could have done just a little bit better, okay?

So this first clip going to be of Maxine, and Maxine is 22 months old, a bilateral moderate loss and is using hearing aids.

>> BETSY BROOKS: Okay. So did anybody catch what the activity is? Say it again.

>> AUDIENCE MEMBER: [ off microphone ]

>> BETSY BROOKS: It's like the preschool pop-and-play or whatever they're called. There's like five different characters in the box and you either push on it and it pops up or it's a switch that that goes back and forth and it pops up, or you turn the key and it pops up. So that's the activity. What did the parent say her goal was for the child? Who is speaking? Who said that?

>> AUDIENCE MEMBER: [ off microphone ]

>> Right. So she said she wanted to say "push the button, turn the key, turn the lever," those kinds of things. So that's her goal for the child. Then the teacher then, when she reiterated what the parent said, she sort of snuck some other things in there. Did anybody hear those?

She set goals for herself, but before she did goals for herself, she just added in there two-word combinations. So I think she was identifying that if you did "push the button" that would be a two-word combination, what she was trying to identify for the parent, if you did "push the button, it would be considered a two-word combination with two keywords.

All right. So were there any -- did anyone give examples of the target language? Grandma did when she said, I want her to say, "push the button, turn the lever." She gave examples what she was hoping the child would say. Did the teacher say anything about how she was going to coach the parent? No. She didn't. And I think that that's a mistake, especially -- I mean, especially in this case, knowing this situation, the grandmother would benefit tremendously from knowing ahead of time what the coach was going to do to prompt her to do what she said she was going to do, because otherwise she's going to have to stop the activity. And, in fact, I have no video to show you of that actual session because the coaching piece was not very good. I mean, it was -- I couldn't find a running clip that I was willing to share. And I think that's because the grandmother is not really, really skilled in doing this, and the coach didn't provide any framework for her to know how they were going to interact. And so that just tells you that that's very important.

Did she -- can you give me any examples? Did she give any examples how she was going to provide support? Did she say anything about what she was going to be looking for? No, she didn't. That's really a weakness because then it means that the grandmother doesn't actually know what she's supposed -- she said what she wanted to do but she wasn't really given any information how that is going to go down. So I think that's a great weakness.

There's a question.

>> AUDIENCE MEMBER: The technique on which the teacher will coach the parent, are we going to see videos on a provider actually doing that piece of it?

>> BETSY BROOKS: Yes. Right now we're just doing the intro. So we'll go to the coaching sessions and see some of those.

>> AUDIENCE MEMBER: I had a question also. Would it have been appropriate for the provider to ask for more clarification on when she said, I want her to push the button or pull the lever, whether she wanted her to say the whole thing?

>> BETSY BROOKS: Absolutely.

>> AUDIENCE MEMBER: How would she know what to give feedback on?

>> BETSY BROOKS: Exactly. If she had said, how will you get her to do that, we saw on the other clip Laurie had, how will you make that happen, had Judy asked, how are you going to do that, then the grandmother would have had to give her something to which she could have said, oh, okay, if I see an opportunity and you miss it, then I'm going to say this so you can make it happen another time. Yes?

You also would know whether or not she was going to be giving her a two-word combination or not. Exactly. She said, I want her to push the button and turn the key. Did she say, I want her to say that? Yeah?

But, again, I'm not really sure. That's why Judy also said, now, remember that you need to withhold the toy so that she has to ask for it. So there's a lot going on there. And so Judy really probably should have said, I'm going to remind you to withhold the toy, if she thought that was going to be a problem, or I'm going to remind you to prompt her for the two-word conversation. None of that is there. So what happened during the coaching was just a hodgepodge of kind of stuff that I just didn't want to put us through to have to watch. Okay?

All right. So now we'll go to the next one. This is Nora, she's 24 months old at the time of this, and has normal hearing in one ear and moderate to profound in the other and is using a hearing aid right now on that second ear, okay?

>> BETSY BROOKS: Okay. So she -- the mom is at a different place and the teacher is talking to her in a different way than Judy was talking to the grandmother. So let's talk about that. What is the activity? The memory game. And what is the parent's goal for the child?

Descriptive words, same and different. And what were the descriptive words? The colors that went with the animals. And were there any examples of target language? Yes. Yeah, the mom gave the example. She knew what she was looking for. So the teacher prompted that by asking. She aid, what are you going to be doing language--wise? And mom said using descriptive words. Do you have an example? Yes, it's a brown bear. The teacher was able to guide the mom to come to that conclusion. This is because this mom is in a different place than the grandmother was. If Judy asked the grandmother, I'm not sure that she would have been able to talk as eloquently in that way.

Did the teacher explain what she's going to coach the parent on?

No, not really. She didn't provide that. And did she give any examples how she would provide support and make suggestions? She didn't really accept that. She did talk about how the parent was going to play the game. So the mom started out thinking she was going to play memory, like have the cards out and the child was going to pick two cards and if they didn't match she was going to turn them over. So the teacher -- this is sort of the coaching before the session even started. She guided her to change that and not do it as a straight memory game but instead have half of the cards face up and half face down and the child had to pick one of the cards face down and that's all she was going to do to see if that card matched. She explained why she wanted her to do it that way, by saying, this way you're not engaging in, quote, having to figure out the rules of the game. She's a little bit too young for that, but instead she's -- all she has to do is turn a card over and tell you if it matches or doesn't match. So she did a little bit of that. That doesn't address how she's going to provide support while happening, but it provided support before it ever actually happened. Uh-huh?

>> AUDIENCE MEMBER: Would it be considered that she was working on same and different and descriptive words that's focusing on two things?

>> BETSY BROOKS: So the mom is working on two things with the child. The teacher should have identified one thing that she was going to work on with the parent. So she should have said, you know, for instance, she could have picked -- I'm going to make sure whenever there's an opportunity, that you prompt her for using the descriptive word. You see? That's what the teacher should have said, because -- we're going to get to see this when it actually happens, so you'll be able to see how it went and how she coached her. And she did a really nice job coaching, she just didn't address it at the beginning. When I talked with the teachers about this and I said, you guys, you're killing me here nobody addressed how they were going to do the technique. They all just looked at me and said, I think we do it so often with the families that we stopped addressing it. But after about a 40-minute conversation they all agreed that it was wrong, that it would be way easier for them to coach -- because the parents would know what to expect, and they just all said, we don't know what happened. It wasn't like only one of the five teachers stopped doing it. Across the board, they all stopped doing it. But I have video from years ago when they all were doing it. I think it's because they know what they're doing, so they forgot to articulate it to the parents, and it just happened. It just deteriorated. And I hadn't watched videotape in a long time so I didn't realize that it happened. And if I weren't observing a session in the first five minutes I wouldn't see this part, because it would have already gone by. It's going to happen in the first three to five minutes of the meeting. Even if I come by to see what is going on, if I'm not there at the onset of the session I wouldn't see this happened. So it just sort of fell to the wayside. But everyone agreed it was not a good thing. Everybody said, oh, my gosh, this is embarrassing that we stopped doing it.

Anyone else?

All right. So now we're going to look at Paisley, also unilateral hearing loss and uses a Baha 5. She is almost three in this and she also has Charge's Syndrome. That's her cause of deafness.

>> BETSY BROOKS: Okay. So what is the activity? What is the activity? A book. What is the mom stating is the goal for her child? It's quite ambiguous. Say more words. So then the teacher -- say it again.

Say more words independently, uh-huh, without being prompted. So what did the teacher say to try to sort of reign that in a little bit?

She said labeling and she also said -- asked you to turn the page or say she wanted to turn the page. So the teacher sort of gave some language to the mom that she could be using, okay?

Did she say how she was going to coach her? No. This is very depressing.

And did she give examples of how she would be providing support? No. Neither one of those things. All right.

So here we go. Here is the next one. This is Jackson. He's also 24 months old. He has a moderate loss in the left ear and moderate to profound loss in the right ear and so he's using hearing aids.

>> BETSY BROOKS: Okay. So she did a little bit of a better job. And it's interesting, after I had all the tapes where they weren't doing this, I specifically said to her, do you have another session tomorrow? And she said yes. I said, could you try to include some of these things? Because it would be nice if I had a good tape to take to EHDI. So the mother stated the activity. What's the activity? The puzzle. And what was the parent's goal for the puzzle? To say "I want the..." whatever. Or I want more. And was there an example of the target language? The mom provided it and teacher corrected her because she was not including the "the," so that's good. Did the teacher say anything how she was going to coach the parent? No. And she didn't give any examples how she was going to provide those suggestions.

Okay. So those were the intro examples. Now you're going to see a lot of support and examples of making suggestions. They just didn't say them on the front end. So we'll talk about that as we look at these.

Does anybody have questions and the intros? Yes?

>> AUDIENCE MEMBER: [ off microphone ]... over here... I know that you're doing the coaching here, but where is the -- in your 60-minute session, like where are they doing the demonstration, the actual teachers? Are they demonstrating before the families are doing this or where is that falling?

>> BETSY BROOKS: When does that happen? Okay. If you're seeing the family once a week, it may be that on week one, just as an example, week one of the month you did a demo of something and there was no coaching at that session. What I tell the teachers, three of the four weeks of the month, you should be coaching. So there might be a week when you wouldn't coach, all right? Maybe you're doing a demo. But the other thing is, you could do a demo because your demo, if you're focusing on something specific, it could be five to seven minutes long. So if you're saying you want to work on expanding the -- you know, prompting the child to produce a two or three or four-word utterance, whatever it is, you could demonstrate that in a three, five, seven-minute demonstration and then immediately following that it's sort of like when you do step-in teaching, you just turn it over to the parent and they would continue, because you already discussed it ahead of time, or you do the demo, you discuss it, and then you start, you know, with your introduction to this session.

But once you've done puzzles and you've done puzzles with the skills you're working on, you don't need to do the demonstration again. But if you've done puzzles and only worked on eye contact and now you're doing puzzles and you're working on three-word combinations, you need to do some demonstration at some point in time of three-word combinations. If you've done a book and you've practiced labeling, just labeling single words, pointing out objects in a book and now you're going to do that doing a food activity, you might not have to do another demonstration. You're just going to refer back to the book and say, you know, in the book how we pointed to things? Just do the same thing with the food items, only you hold up one food item at a time and point to it with one hand. Just like holding the book and pointing to it. You wouldn't necessarily need to do a demo again. Unless it was the grandmother, I would be doing a demo all the time, because she's going to benefit from seeing what it's actually supposed to look like. Anyone else?

All right. Now we're going to look at the actual coaching.

Is this right?

Hmm...

Okay. Here we go. That slide was messed up.

So what we're looking at now is the examples of the teacher giving corrections or making suggestions. We're looking at the examples of the teacher feeding and language I've been talking about, how if the parent is a little stuck or doesn't know what to say, the teacher will feed the language in. And we're looking at positive feedback that the teacher is providing and you're going to see sometimes it's going to be with a comment and sometimes without.

Now, sometimes the reason it's without a comment is because if the teacher continues to talk she's going to step on the parent's words. She's going to talk on top of them so she has to stop talking. So that's just a timing issue. But we're really looking for that explanation that comes with that comment, and you're going to see, after you watch several, you'll be like, oh, I see the difference. It makes a difference, you can tell in the parent's response when they understand what they did that was good.

So this is Nora again. So she's the one that was doing the matching game.

>> BETSY BROOKS: Okay, she has normal hearing in one ear. Let's just all remember that, okay? Hello!

It seems really exciting until you remember that she should be completely typical. All right. So let's talk about did Mariana give corrections or suggestions while it was happening? Yeah, a lot. And it didn't interfere with the lesson and one time she sort of cut herself off in middle and didn't finish because it would have interrupted what was going on. Did you hear her feeding any language to the parent? Yes.

So some of the time she was saying, tell her or maybe you want to say... and sometimes she just said the words and the mom just knew to go ahead and say those. And how about providing positive feedback? Yeah, she did a really nice job and she did a really nice job saying what the mom was doing that she was supporting, that she was saying was a good job.

So when you think about what you saw, can you think of anything she could have said on the front end about what she was going to be focusing on, what Mariana was going to be focus on with the mom?

Think about the kinds of comments that she was making and the language she was using and what was she supporting? There were a couple different things. It wasn't just one thing.

>> AUDIENCE MEMBER: [ off microphone ]

>> She said answering WH questions. I don't know she was trying to get her to answer WH questions. I think she was trying to prompt the mom to have her answer questions. I think the point is right. She just wanted to not give her what to say, tell me it's mommy's turn, but instead say "whose turn is it?" So she would be forced to think for herself. She was trying to prompt her instead of an imitation. I think you're totally on for that.

Anybody else have an idea?

So another thing that she could probably have said is she said you could use a descriptive word there. So she also could have said, since the mom said her goal was for Nora to use descriptive words right away, then Mariana should have said, okay, one of the things I'll do is prompt you to remind her to use a descriptive word if she doesn't. That's a no-brainer. If the parent says, this is my goal, just say, then that's what I'm going to work on. That would be easy. She did that. She just didn't explain on the front end. Clearly this mom was fantastic. Every single thing that she made a suggestion on, the mom continued to do those things throughout the rest of the session.

>> AUDIENCE MEMBER: So would you just recast what the parent says for their goals, okay, so I'm going to be watching -- is that what your thinking would be? The natural way to embed it?

>> BETSY BROOKS: I think it's a good thing as long as you like the parent's goals. Sometimes they're way off so you have to sort of change those goals. But, yes, I think the first thing is you said you want to work on descriptive words, so one of the things I'll do is prompt you if you miss any descriptive words, if you miss an opportunity. And the second part to that is, what I'm going to do to prompt you is...

So you might give a couple examples. Maybe I'll just say you can use a descriptive word there. Or maybe I'll just say, you know, "a yellow duck" just like she did. She fed in some language. She just didn't say on the front end that is what she was going to do.

So the teachers are doing all the right things when they're coaching. They just haven't identified it at the beginning. And so for a parent like this who is take that in because they've had enough coaching and they get it, it works fine. But for Maxine's grandmother, who is not as skilled in doing it, it would have been helpful to have that dialogue so she can comment and get feedback from her because maybe she's going to say something and, like, oh, my god, that's too much information. I can't do that playing with her. That's too much for me. Parents will tell you it's too much if you start to go down the wrong road or do too many things. Any comments related to that one?

All right. So this is Paisley again, she is reading the book. She's the one that has CHARGE.

Where is the... there we go.

>> BETSY BROOKS: I apologize. When he embedded the video after he deleted it all, this isn't -- this is not the right version and there should have been a bar so you could read the captioning, and the bar is gone. So we had a lot of trouble with the captioning. I apologize.

All right. So did she provide any corrections or suggestions?

Yeah, she had -- she had some. There weren't a lot of things to say. Was she feeding any language to the parent?

No, she really didn't need to. The mom was doing a really nice job incorporating, if Paisley left out a word, the mom knew to make her go back and say it. Was she providing positive feedback? Yeah, she did. And she was providing a lot of it with the explanation of why that was a good thing to do.

So you think of some things that she could have said on the front end that she's going to be coaching her on?

>> AUDIENCE MEMBER: [ off microphone ]

>> BETSY BROOKS: Right, just to restate, the goals that she had to remind her to say, turn the page, and maybe also to -- if Paisley gives a two-word combination and is missing any small words, if the mom misses an opportunity to use those words, because she said she wanted her to be talking on her own and doing things on her own, so if there's an opportunity to make a correction to expand an utterance, that would have been something she could have said that she was going to do.

All right. This is Jackson again. He did the puzzle, I think. Oh, that didn't work.

>> BETSY BROOKS: Okay. So my first comment is, boy, was she correcting a lot of different things. Did you see that? Did you start to feel that, that she just kept -- every time the parent did something, she made a correction. So she did a nice job of coaching, but she was coaching way more than one thing. And the mom seemed to be going with it, but what I don't know -- at the end of the session, if you ask the mom, what are things you should be working on, I don't know what she would say, because there were so many different things happening.

That was a two-minute and 38-second segment and there were at least four different things that she coached. So she coached the speech when he said "buh" he started talking about getting the bus. Good, you're pulling out the B, that was one thing in the intro that was not mentioned.

What did she just do just now at the very end? Oh, the -- he was saying the buh... I want "buh" more. Then she started talking about chunking. The mom got it, but maybe they've done it before. That was a second thing. She did -- who can remember?

Oh, the -- yeah, talking over, yes, turn taking. So these are all great things to be doing, but those are a lot of things to be combining all into one session with a child that is this low, and a mom who -- you know, who is not great at providing a language model, you know, when she started out saying "I have a car, I have a bus..." and then she says, "say I want the car." Right there we should be working on wait time. We don't need to work on all the other things. Just work on the give and take of a conversation. Yes?

>> AUDIENCE MEMBER: [ off microphone ]

>> BETSY BROOKS: The mom's goal was... with the puzzle, to give a -- she wanted to give a choice of two things, and then he was supposed to say "I want more." Or I "want the bus" or "I want the truck." Do you see what happened there? If she just used that and stuck to it -- this is Laurie teaching, the same one I told you has to push her chair far away so she doesn't insert herself. So doesn't it make sense? She can't help herself. So she's not sitting and hasn't taken over the lesson, but her tendency is to continue to be making these corrections because she can't put blinders on and only look at one thing. She's a great practitioner and great teacher, really good at doing parent support, but this is a challenge. It's a challenge for her personally to not be looking at so many things all at the same time, but when you watch that, like when I watch it, it just sort of makes me go...

You know, just a little too much all at once for a parent. So you just have to think about, do you see yourself in that or -- and then do you realize, wow, that does seem overwhelming. She went from speech to language to wait time. It was just every kind of strategy you can imagine that would just be overwhelming. yes?

>> AUDIENCE MEMBER: [ off microphone ]

>> BETSY BROOKS: Will you take the microphone? Otherwise I have to repeat for the captioner.

>> AUDIENCE MEMBER: Do your teachers and your parents ever look at the videos together so that you could then use that time to give some of the other feedback?

>> BETSY BROOKS: We have not -- we don't do that as a general practice because I think -- first of all, I'm not sure that's the best use of our time. I think a better use is when the teacher is not with the parent to be looking at it for herself to see what she's doing and also to figure out if she could maybe highlight the focus. If you did watch your own tape and saw a particular segment that was going to apply to what you wanted to work on, that, I think, would be really powerful. But we just have not been doing it as a general practice.

The teachers that are teaching and working with the preschoolers in the school, they all are required to videotape themselves and then watch that with their supervisor to improve their teaching skills, but we haven't used it as a discussion point, but you certainly could. It's not that you couldn't. That would not be a bad idea.

Okay. Anyone else?

Yes?

>> AUDIENCE MEMBER: Just thinking about positioning, and if you had a deaf parent that relied on sign language, the parent would be behind the high chair? I mean, sorry, the coach would be behind the high chair?

>> I think that would be the place to put the high chair or behind the high chair to the side. Absolutely.

>> AUDIENCE MEMBER: It's the only way to do it, I think, but I would think the whole gaze stuff would -- I would think that the child might constantly look back, because they see the parent looking...

>> BETSY BROOKS: I think that they get used to it because we have -- for instance, we have visitors in our building all the time and when they go into the classroom they're hesitant to actually -- I open the door and walk into the room and go all the way across the room so they'll follow me across the room, and the visitors are always hesitant. They stand in the doorway thinking they're going to be disruptive and I always say, the children are used to it. They might turn around to see who you are but they're going to turn right back. If they turn, they turn one time and then they just don't keep turning. I know that when we do tele-therapy and so we're on a screen, the children will look, they might say hello, and then after two or three times they just stop. So I think if you set the session up that way every time... because you're not seeing... the children are not turning and looking at the teacher and they can -- we've seen video of children who are unilateral -- have a unilateral loss, so they hear the teacher speaking and they're not responding to her, so they might respond sometimes but I think the children get used to it. That's just sort of the set-up. Anyone else?

Okay. So that was that one.

Okay. So now we're going to move to reflection and feedback. And what we're looking at now, this is the hardest part for me, is reflection and feedback. I think I said this before, I feel really good about my ability to interact with the child, I feel really good about my ability to decide what to coach. I feel good about being able to provide positive support to the parent while we're doing it, but even though I have never had a bad experience, I live in fear that I'm going to ask that open ended question and the person is not going to respond and then what -- then what am I going to do, okay?

So the thing to look for is right now are the questions -- the kinds of questions that teachers are posing. The positive comments that the teachers are making to the parent. And the -- the comments and suggestions that the teachers are making as the feedback. So what really should happen in an ideal world is the teacher poses a question. The parent talks about the good and the bad or whatever they want to talk about, and then the teacher provides positive support to that and validates it and gives suggestions. That's sort of what should happen. So that's what we're going to be looking for. So this is Nora. She's the one who was playing the game, the matching game.

>> BETSY BROOKS: Okay. So the teacher posed an open ended question and the mom gay a response right away. It's -- she asked, how did that feel, what do you think, and the mom said, you know, it went well. That's going to be a really common thing. The parents are just going to sort of agree with you or say it didn't go well. So the follow-up question to that is: What about it went well? Because if you ask the yes/no, do you think it went well and they say yes/no, you don't have much information. And the mom said the things she thought went well and the teacher just sort of restated and affirmed them or sort of added on to what she said. But then she followed up by giving other comments and suggestions and then the mom started talking more and talking. Did you see how that sort of happened?

All right. Let's look at the next one. This is Paisley again. She did the book.

>> BETSY BROOKS: That's the brother in the room.

So there was a lot of positive affirmation in summary by the teacher that was sort of that comment of good job, and then the whole explanation following it of what was good. And so the hope of that is that if you're telling a person, yes, that's a really good thing to do and this is why, that they'll continue to do it. And so she really was just summarizing what she did well during the session that she also had provided some reinforcement for, so that at the end she's remembering those are the things that she did well. Does anybody have any questions about that?

All right. It's the end of the day, you all, we can tell.

All right. This is Caleb. So we saw Caleb earlier in the introduction and he was the one doing the Play-Doh. And then we saw him being coached and the mom was doing some nice things with the Play-Doh. You're going to notice now that the mom does not think very much of herself or how the session went. So you're going to see when she gets asked that it's -- it almost makes -- it makes you feel uncomfortable to watch her response. So let's look at that and then we can talk about it.

>> BETSY BROOKS: Doesn't it just make you so sad?

Okay. So let's talk about that. You could tell from the mom's body language, she really didn't want to be there. And I just wonder, do you think she heard anything that Laurie said? No, there's no way. I mean, she probably said what maybe ten really, really positive things that were really, really good that the mother said, and there is no way the mom was listening to anything that she said. I mean, there's just no way. When you watch the video, you see it. My guess is that if I asked Laurie, how do you think that went? Oh, my gosh she did so many wonderful things and I feel really good, I told her all the positive things she did, and she probably does not know only -- we only know it because we can see the mom's expression on the video, that the mom was not listening to any of it. This is a child that is really, really hard. We have a behavior therapist. We have to put a weighted vest on him. He's having to push and carry things all day long to keep in the same space. And she probably isn't doing a lot with him because I'm guessing any time she tries to control him, it's just a disaster.

So, you know, this could potentially be to what you said, I might suggest to Laurie that they watch that tape together. So the mom can see how many good things happened and what a great job that she did. That would be a time that would be worth, based on how the mom's reaction was, it would be very worth it to sit with the mom and go through that tape and point out the -- just don't even talk about anything that isn't good. Just point out all of the really, really good things that she did and see if she can recognize them.

I think she's probably just in a place -- she's a single parent, he is a complete handful. When he is at school, we have a second person that is there to sort of bodyguard him so he doesn't escape or hurt anyone. If you're a single parent at home, you're just hoping he doesn't leave the house while you're sleeping, those kinds of things. So she's probably just completely overwhelmed by her whole situation.

But Laurie provided great feedback and even with that she -- I mean, look at her face there, the face is just stuck. It's just...

Yet, on the other hand, she showed up, she had an activity, she did -- on a videotape, no less. Think about that. So there are a lot of really good things about her that we just have to remember and we have to just stay with her and keep supporting her until she gets over this personal emotion that she's having that she's not doing a good job with him.

I mean, it just really breaks your heart when she says, I'm not doing this enough.

Let's see where she's going with the microphone

>> AUDIENCE MEMBER: I was just wondering, do you ever provide tapes to the family of the coaching session for the person to model it, so that the family doesn't see it just the one time and can work on it in home if they forget a couple strategies?

>> BETSY BROOKS: I'm not sure if I exactly understand. Are you asking do we provide a tape of the teacher working with the parent and the child to that family so that they could look at that tape?

>> AUDIENCE MEMBER: Yes.

>> BETSY BROOKS: We haven't as a practice, and one of the risks is I spent a really long time looking for good consecutive clips, so you're not seeing, you know, quote, the outtakes, and I worry a lot about parents looking at things, like a clip of themselves, without someone there to talk them through it, because it goes back to what we talked about this morning that what I am expecting them to get out of it and what they actually see may be two really different things. I have a really good example from a story that happened -- we require if the parents are coming to observe their children that someone else is with them just for this reason, and so I was with a dad, he was watching his daughter who was not yet quite three, probably one of the top students we ever had, she has an above average IQ.

She -- she just was really, really, really high functioning, left our program to go to preschool with above average language. So very high functioning, but cochlear implant child. So the dad came -- I can't remember what the reason was why he wanted to come observe. He came to observe. Remember she's under three years old. So we're watching through a one-way mirror and she's not sitting in the chair. Okay?

Which that's okay. She's under three years old. And she's going to get an hour of therapy.

So she's not disengaged. She just isn't physically seated in the chair. Right behind her, sort of has her elbows on the table and doing everything she's supposed to be doing. And the dad just goes nuts. He starts yelling at me. Make her do what she's supposed to do. Make her do what she's supposed to do!

Dave, what are you talking about?

Make her sit down. Why isn't she behaving? He saw nothing. He didn't see any of the languages. Speaking in complete sentences, using conjunctions at two and a half and all he saw was that she wasn't sitting in the chair. And he knocked on the window and trying to tell the teacher make his daughter sit in the chair. That would be the most ridiculous request ever to ask the two and a half year old to sit in the chair. Had I not been there and had I not been there to say, Dave, that's an unrealistic expectation. We're not expecting a two and a half year old to stay seated in a chair 60 minutes. As long as she's attending and participating that's all we care about. And have you been listening to the language she's using? She might have gotten in trouble when she went home. That's probably a child -- he's a great guy, but he was so angry she wasn't sitting in the chair. I'm sure that had I not intervened when she got home he would have said you need to behave at school, I'm going to ask the teacher if you're sitting in your chair or not.

So I'm hesitant to send a tape home or to have someone observe without me there to provide that input, because I would hate for them -- the person to get the wrong impression. That would just be not good.

Anyone else? Was there one over here? Yes, you started -- it was a fleeting thought and it's gone now? Okay. Perfect. It's very late.

Right up here in front.

>> AUDIENCE MEMBER: So I have a question. I mean, obviously these parents have been probably working with professionals for a while, but do you have, like, information -- what do you give the parents to kind of guide the goals that they choose? Is it really just their free thought of they want to work on this, this and that?

>> BETSY BROOKS: The teachers are talking to them all along the way about what are the kinds of things to be working on. In the case of these parents -- so not all the video but most of the video is actually at our centers. We have a center-based toddler class. The children between 18 months and three years old come to school some number of days during the week. And as part of our program, all of the parents receive a 30-minute coaching session every single week. So during that 30 minutes, 10 minutes of it might be just talking about what the child is doing at school and what we're working on and then what is happening at home and what would you like to work on, and then 20 minutes of it is the coaching piece. In addition to that, they all are receiving a 60-minute session in their home. So some part of -- once a month, not once a week -- it might be once a month but not once a week. So a session that happens in their home, there might be -- it just will depend but it's probably going to be more home-like, you know, activities.

So if a parent were to show up and they didn't have anything, in fact, I'm suspicious because when she said at the very beginning, when we did the intro, and she says "whatever this is call" and Laurie says "it's a bear stamp." I'm suspicious that she showed up an didn't have an activity, although I don't know that for sure, she may not have known what to call. Laurie would say, okay, we'll do this activity. I had to guide her, you need to cross your hands and stay in your chair and say you need to figure out what we're going to do. If the parent chooses to pick a book off your shelf or asks for Play-Doh, that's fine, but you need to force them to realize, you need to find something. In the home it's a much easier thing because they go find a toy in the house. When they come to school without anything, it's a little more problematic. The teachers just really used to rescue the parents. Now I think we're spending more time. These people are getting a lot of support. They're getting a lot of support. In addition to that, three weeks of the month we provide what we call informational meetings, and so we talk about topics like how to get the most out of your parent support session or things you might want to work on in a parent support session. We talk about language development.

This particular family does not attend those sessions. You know, it's an optional thing and she doesn't come to those meetings. So she's going to have less -- she's going to feel less confident than 25 people that do show up for them that have been getting a lot of support from their peers. Okay?

Yes?

>> AUDIENCE MEMBER: Getting back to Caleb, I wonder -- Laurie you said is the teacher's name, right? I do this sometimes too, when I'm not sure how to address what the parent is saying, I just talk and try to make it better, and I wonder if that mother felt heard, like -- I wonder what would have happened if Laurie had said, tell me more about why you don't feel like you're doing this enough, or tell me more just so that she could express more.

>> Yep absolutely. If you have that skill, again, this is not a skill that we learned in school

>> AUDIENCE MEMBER: You're right.

>> BETSY BROOKS: We didn't learn about reflecting a parent's comment. We didn't learn about repeating that. We didn't learn about listening in that way. We didn't learn any of that. So unless you went on to school and took classes in counseling, you have to then develop that skill now. So that is a great idea and a great comment. What I don't know is if this is just a recurring theme that happens all the time. These videotapes they did in the last two weeks so I've been scurrying to do them and we had one meeting we haven't talked in depth, but these are things to investigate. Is this something she says every week and you talked about it? Laurie was so positive. Her voice, when she was trying to reinforce the mom was so... no, you're doing a really good job!

She didn't sound frustrated at all. So I don't know if she's in her head said to herself, I'm just going to go in there and be as positive as I can and not let the mom bring me down or if that's the first time she's heard it, so she was positive, I just don't know.

Yes, does someone back there have a microphone?

>> AUDIENCE MEMBER: Going back to what you said about if a family does come to the clinic, sometimes -- I work Part C, so sometimes families have to come to the clinics for different reasons or they want to, or they forget something, hold out and let them choose something, otherwise wait is your suggestion.

>> BETSY BROOKS: Can you look around and see -- look around and see if there's something we have here that you also have at home, so that there's a chance -- what the parents want to do is the quote, excuse in their head is your toys are more fun than my toys and that's why the child doesn't like the toys in the house. We know that's not the situation. I mean, when you're three, every time you get out the toy it's novel. So when they're there, I'll say -- oh, do you have that at home? We have puzzles at home we just don't have this exact puzzle. I think that's a good choice. If they say we have a farm at home, just not this farm. You don't have to have the exact same toy but it would be better if they had something similar to it than not.

>> AUDIENCE MEMBER: That was going to be my follow-up question. I see familiar police who aren't allowed to bring toys to our clinic because they have bed bugs, so we're --

>> BETSY BROOKS: Pick something that you have. My default is do a snack activity. Because you have to eat at some point, always.

>> AUDIENCE MEMBER: So I remember you saying that this mom probably isn't doing a lot with him because he's very -- has a lot of sensory stuff going on. So when you do home visits then, do you then embed this technique then into daily routines, like she's probably getting him dressed, she's probably putting him to bed, giving him a bath.

>> BETSY BROOKS: Always daily routines and if the mom chooses not to do that, then she's probably encouraged the mom when she wants to make it a meaningful opportunity she encourages him to put him in the high chair. He's fine being in the high chair even though he's active. If she wants to do something meaningful with him, she's -- probably the only way to do it without him running is to have him in a high chair. And so we encourage the parents to do that, and even if the only activity you do at home is eating you still eat multiple times a day, so that would be fine as well.

In the book I wrote My Baby and Me, there's 25 maybe more activity straight from your daily routine that have sort of a script that is written with them and justification for why this is a good activity to be doing and those kinds of things. So for our families at our school, every family that is part of our birth to three gets that book is just being enrolled in our program, so there's no cost to them. We're just going through those activities. That's where we sort of start.

Okay, I have a few more slides. Okay, we'll skip that.

Okay. So I just want to talk about sort of as a wrap-up that one of the things that is important is setting a climate of openness that indicates that you're willing to have a dialogue with the family, that you want to be able to answer their questions, that you are flexible, that you will be positive in reinforcing, and that your goal is that you want them to know that you're guiding them to have a positive experience and to develop their confidence in doing these things. And so you have to take responsibility for that. You're going to have to be the one that is the lead in setting that climate.

I have no idea why this is showing up this way. That's interesting.

Okay. So now what I'd like you to think about and maybe just write down on a piece of paper so that you can continue to think about it is write down one component of real-time embedded coaching, write down one strategy for engaging parents, and write down a sentence that describes traditional coaching versus real-time embedded coaching. It can be anything. It doesn't have to be the description of them but just a comment related to that.

>> BETSY BROOKS: Because we only have three minutes left, does anyone remember one component of the real-time embedded coaching? Joint planning, yep, that's going to be the beginning. Does anyone have another idea of the embedded coaching?

Focus on only one thing, that's great.

Anyone have anything else?

Perfect. Talk to them how you're going to help them and support them. We're going to use positive... language to support them. And then what about at the end? We're going to ask the parent to engage in... reflection. And then we're going to provide feedback.

Great.

We'll skip the strategies for engaging the parents, we talked about that. Does anyone have a sentence to describe traditional coaching versus embedded coaching?

Uh-huh, go ahead.

>> AUDIENCE MEMBER: [ off microphone ]

>> BETSY BROOKS: Perfect. So traditional coaching happens at the end of the session and real-time embedded coaching happens before, during and after. So I'm going to leave you with this -- this is interesting. It's not... there we go. Here is the take-home message. Write down one thing you plan to change or implement at your next parent-child session.

Then what I'm going to leave you with is my contact information and I'm going to invite you to contact me and tell me what you wrote down and if you want feedback or you want any comments from me or any other suggestions or dialogue regarding that, I'm more than happy to provide that.

So my contact information is there. And I encourage you to let me know if you are struggling with something, if you like something, if you implemented it and it worked, if you implemented it and you're like, why did I do that, that's all welcome. It doesn't matter if it's good, bad or ugly, I think you're going to be more likely to make a change or do something differently if you have support, so I'm just offering to be that person can provide that support for you. Okay?

All right. It's been a long day, but we made it.

Thank you!

[Applause]

Say it again.

So the book that we have available is on our website. So you'd go to Moogcenter.org and go to the bookstore. We have to sell it to you because it's personalized. There's a generic version but it has the children's -- if you're doing it for a child, then the child's name appears in the book. So when you're talking to Susie, do these things as opposed to talking to your child. So we self-publish it from the center, okay?