



A Game Plan for Becoming a Winning Coach

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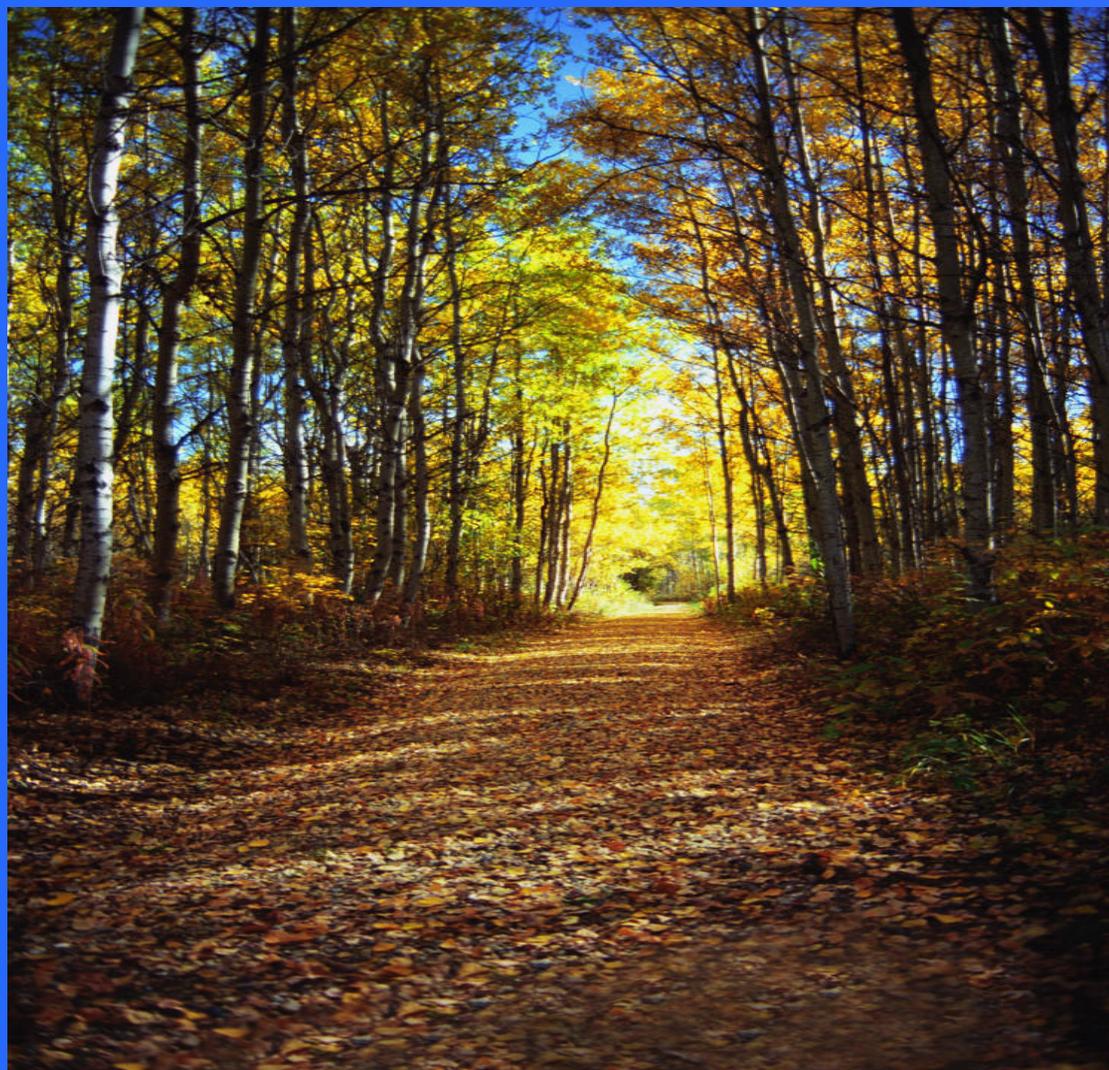
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The Game Plan

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Introducing the Game Plan

Who is on the team?

Why coach?

What is coaching?



Who is on the Team?

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Why Coach Family Members / Caregivers?

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Number of waking hours per day of a typical 2 yr old

12 Hours

Number of waking hours per week of a typical 2 yr old

12 hours per day X 7 days = 84 hours



Why Coach Family Members / Caregivers?

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Number of waking hours per month of a typical 2 yr old

12 hours x 30 days = 360 hours

Number of waking hours per year of a typical 2 yr old

12 hours x 365 days = 4,380 hours





Early Intervention
includes
ADULT EDUCATION.



How do adults learn?

What We Know about Adult Learners

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- Everyone can learn
- Some of our most important learning abilities can't be measured
- Learning is the making of meaning
- Performance and retention come from learner engagement
- Learning must include engagement and creative expression
- **We all learn differently**

McCarthy, Bernice, 4MAT System Model, [www. aboutlearning.com](http://www.aboutlearning.com)

We All Learn Differently

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How do you learn a new task?

How Do You Learn?

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You have just moved into a new house that has an oven with a convection feature. You are ready to use your new oven but have never had a convection feature. How do you learn to use the new oven?



Types of Adult Learners

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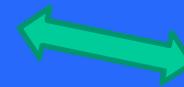
1. You prefer “hands on”, not afraid to take risks. You jump in and do by trial and error. Your favorite question is: What if?



DYNAMIC LEARNER

2. You prefer to know what the experts think, read the manual cover to cover, Your favorite question is: Why?

ANALYTIC LEARNER



3. You prefer basic facts first then pull up your sleeves for hands on experimenting. Your favorite question is : How?



COMMON SENSE LEARNER

4. You prefer to bring own experience into the process. You listen, discuss and enjoy consulting with others. Your favorite question is: Why?

IMAGINATIVE LEARNER





Dynamic Learner

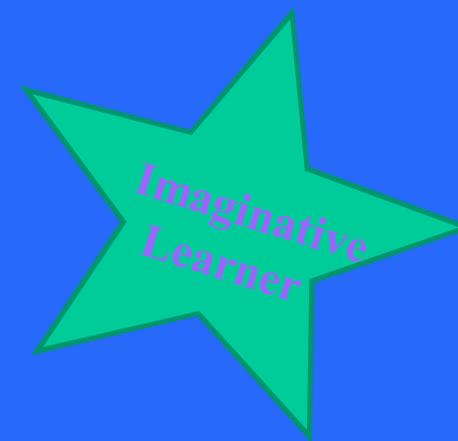


Analytic
Learner

Implications of Different Adult Learning Styles on EI



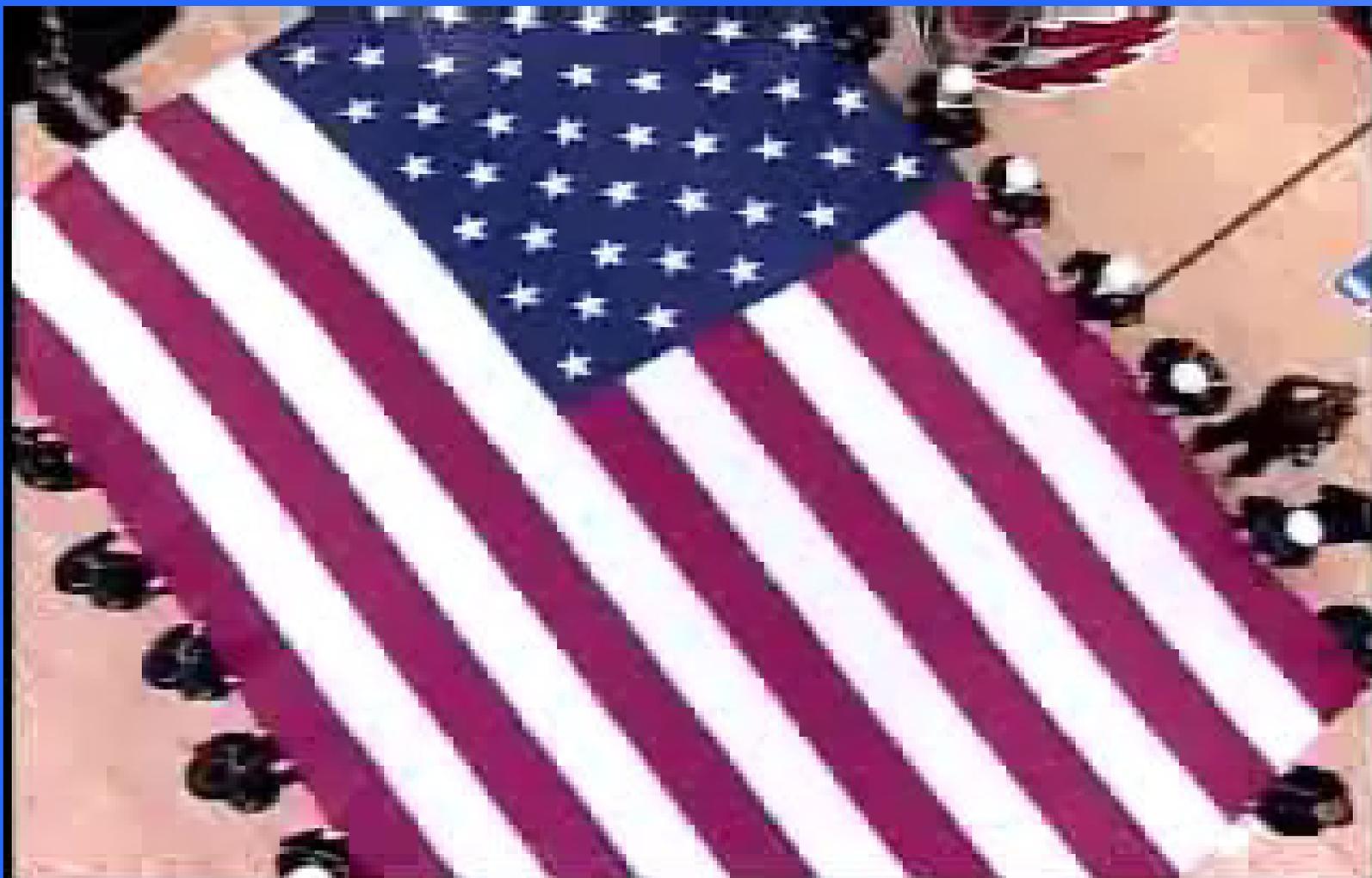
Common
Sense
Learner



Imaginative
Learner

What is a Coach?

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*As a coach,
an Early Interventionist's purpose is to help parents
achieve their desired outcome
for their child who is deaf or hard of hearing.*



A Look at the Differences...



- Is coach just another term for
 - counselor?
 - teacher?
 - consultant?
 - mentor?

A good coach needs to have some skill in each area.

Qualities of an Effective Coach

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Competency

Objectivity

Adaptability

Caring

Honesty

Hanft, B. et. al, Coaching Families and Colleagues in Early Childhood. Brookes Publishing, Baltimore, MD, 2004.

Competency



- A **competent coach** knows how to:
 - promote self discovery by the parent or caregiver
 - share knowledge and skills as needed with the parent or caregiver
- A **competent coach** fosters independence rather than dependence.

Objectivity



- An **objective coach** knows how to
 - recognize and set aside filters
 - focus on the parent's perspectives, interests, and intent
- An **objective coach** supports the parent or caregiver in examining versus judging

Adaptability

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“Blessed are the flexible for they will never be bent out of shape.”

- An **adaptable coach** knows how to
 - switch from pre-planned activities to those that best meet the parent’s immediate needs
 - take advantage of spontaneous learning situations
- An **adaptable coach** seizes incidental moments as coaching opportunities

Caring



- A **caring coach** creates an environment in which the parent or caregiver
 - generates and implements new strategies
 - accepts that mistakes may occur
- A **caring coach** encourages, empathizes, practices patience, and celebrates achievements

Honesty

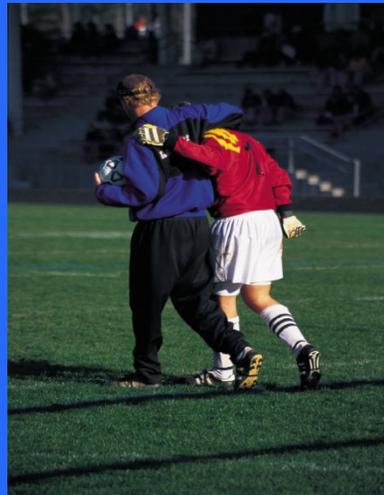


- An **honest coach** provides
 - constructive and complimentary feedback to assist the parent or caregiver
 - complete and unbiased information to the parent or caregiver
- An **honest coach** builds trust and respect



Coaching requires
a specialized set of learned skills to assist in
“developing people on purpose”

- Doyle 1999



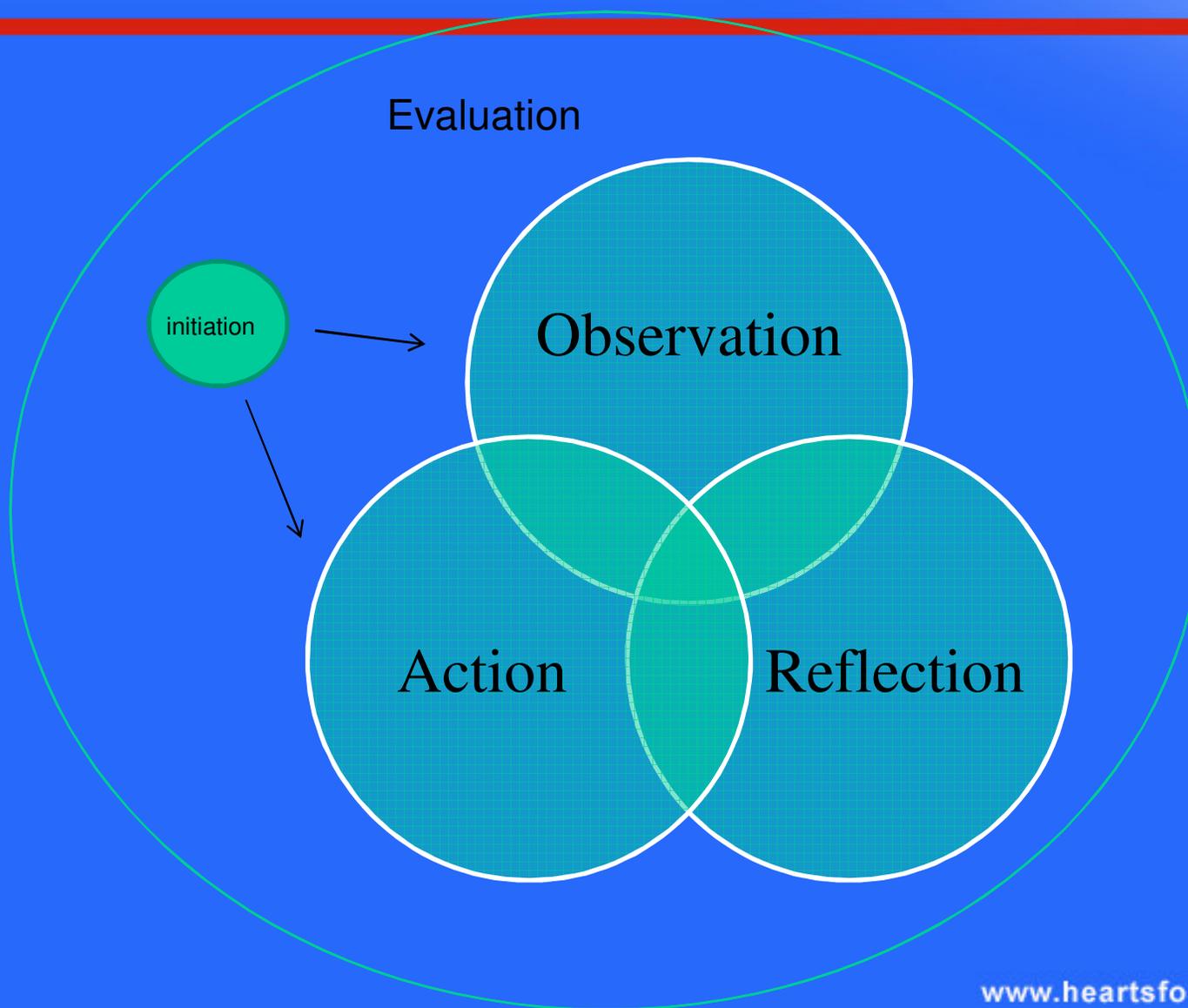


Playbook: Coaching Process



The Play Book: The Coaching Process

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The Play Book: The Coaching Process

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Observation

Action

Reflection

Summary

The Play Book: The Coaching Process

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Observation & Action

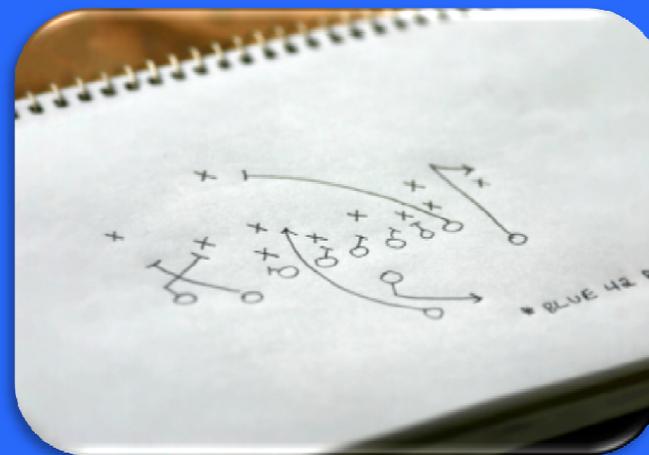
- State goal
- Begin activity using the parent as a model
- Demonstrate and model strategies clearly
- Begin activity then turn over to the parent
- Provide positive, encouraging feedback to the parent utilizing specific coaching strategies

Reflection & Summary

- Reflect and summarize session observations and discussions
- Discuss how to implement goals in other environments and routines
- Equip the parents with the home targets for the upcoming week.



Playbook: Coaching Process Plays: Coaching Strategies

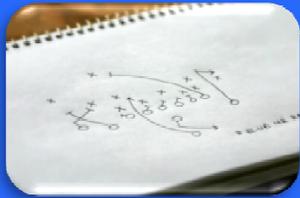




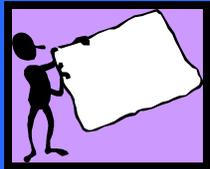
Executing the Plays: Coaching Strategies



- Coaching strategies are used by a coach to develop the parent or caregiver as the primary model for the child.
- Coaching strategies facilitate the transfer of knowledge.
- Each coaching strategy is diagnostic in nature and builds upon one another.
- Selection of each coaching strategy is dependent upon the parent/caregiver and child.
- Through use of coaching strategies, the parent/caregiver assimilates strategies and techniques into daily living.



Executing the Plays: Coaching Strategies



Show and Share



News Commentator



Test Drive It Together



Secret Message



Leading by Example



Fake Out



To the Point



So What?



Guided Experiments



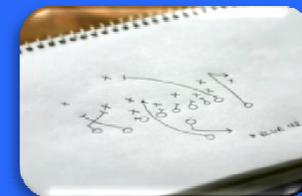
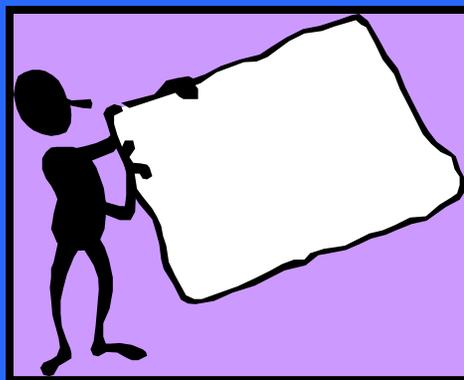
Making the Connection

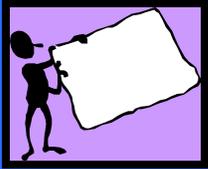
Show and Share

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- The coach provides an opportunity for the parent/caregiver to independently demonstrate or describe a specific skill or challenge.





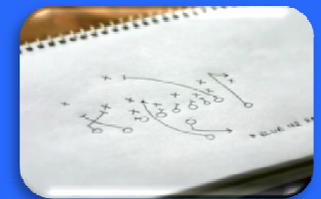
Show and Share

Hearts for
Hearing



The coach can initiate “Show and Share” by saying:

- “Show me how”
- “How does that work for you?”
- “Tell me what happens when”
- “Tell me what you do when”



Show and Share

Hearts for
Hearing

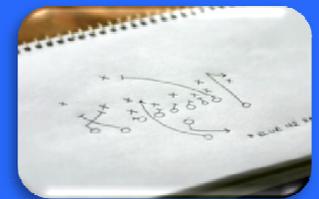
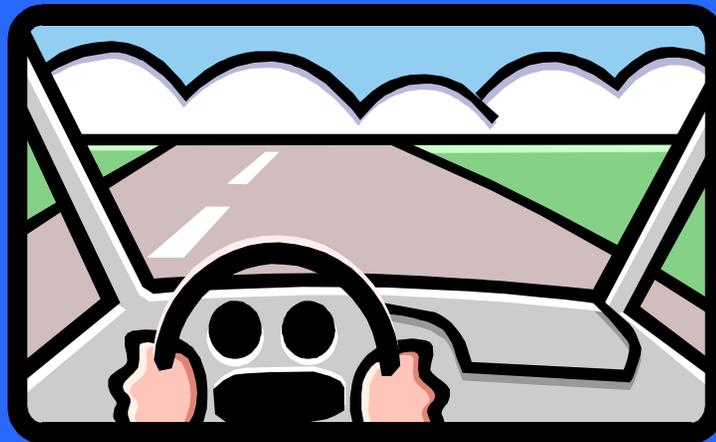


Test Drive it Together

Hearts for
Hearing



- The coach demonstrates a strategy within an activity and then turns it over to the parent/caregiver for a turn.





Test Drive it Together

Hearts for
Hearing

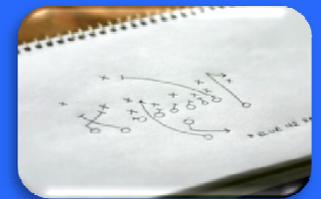


Leading by Example

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- The coach actively involves the parent/caregiver in the therapy session to provide an example or a model for the child to follow.





Leading by Example

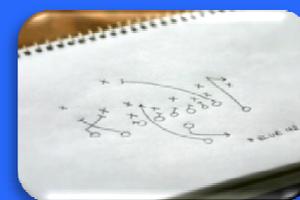
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The Coach can initiate “Leading by Example” by saying:

- “When I look at you expectantly, I want you to provide the answer.”

- “I’m going to ask Bella the question. If she does not answer, I will turn and ask you the question.”



Leading By Example

Hearts for
Hearing



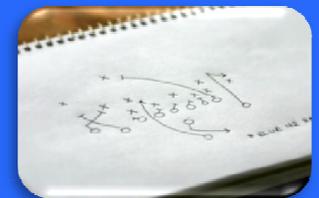
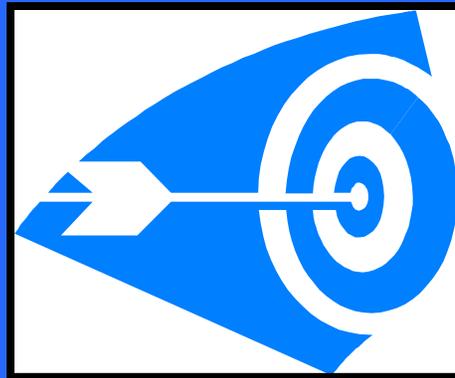
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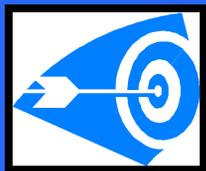
To the Point

Hearts for
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The coach provides direct instruction to the parent/caregiver within an activity.





To the Point

Hearts for
Hearing



The Coach can initiate “To the Point” by saying:

- “Mom, you take a turn reading the next page. Talk about the page before you show it to Molly. This gives her the opportunity to hear your words before she sees the picture.”
- “You’re speaking very loudly. This causes the vowels to drown out the consonants. Try it again with a softer voice.”



To The Point

Hearts for
Hearing

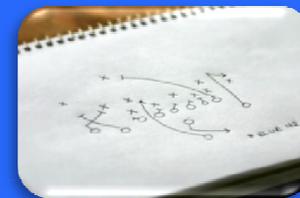
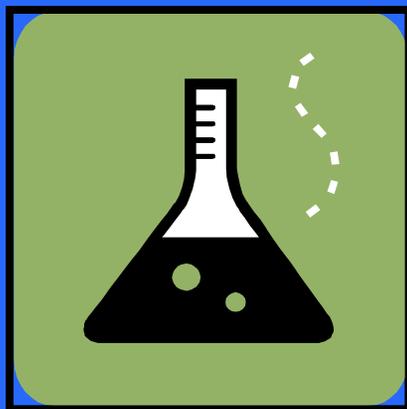


Guided Experiments

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Hearing



The coach uses an open-ended statement to initiate an “experiment” allowing the parent/caregiver to engage in predicting the outcome.





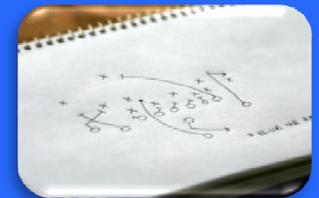
Guided Experiments

Hearts for
Hearing



The Coach can initiate “Guided Experiments” by saying:

- “I wonder what would happen if we paused and waited a little longer before repeating the question. Let’s see.”
- “What do you think Hunter will do if we give him a choice?”
- “How do you think Erin will respond if we ignore her tantrum and continue to play?”



Guided Experiments

Hearts for
Hearing

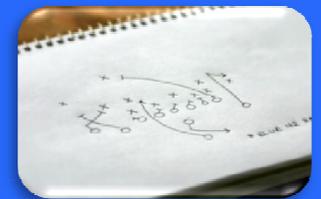


News Commentator

Hearts for
Hearing



The coach describes the actions of the parent/caregiver to highlight knowledge and skills.





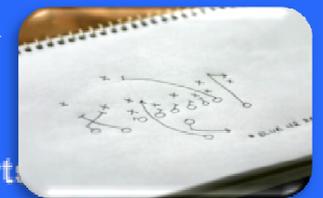
News Commentator

Hearts for
Hearing



The coach can initiate “News Commentator” by saying:

- “When reading the book with Eli, you talked about what was on the next page before turning the page. This placed the emphasis on audition – he heard about it before he saw it.
- “After you asked Taylor a question, you paused and waited. This provided Taylor the opportunity to express his own thoughts.”
- “When Lauren said “big ball”, you said “I see the big red ball”. This expanded her utterance and provided a rich language model.”



News Commentator

Hearts for
Hearing



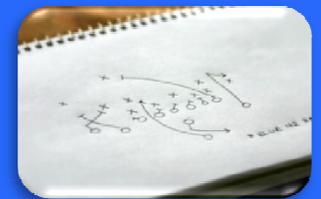
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Secret Message

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- The coach uses subtle nonverbal cues and prompts to guide the parent/caregiver during the therapy session.





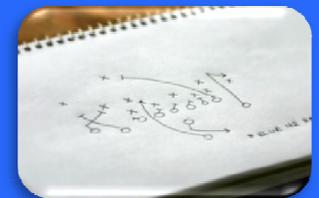
Secret Message

Hearts for
Hearing



The coach can initiate “Secret Message” by:

- Looking expectantly at the parent/caregiver signaling her to model asking or answering a question.
- Holding up a finger for the parent/caregiver to wait, wait, and wait some more for the child to respond.
- Nodding to the parent/caregiver signaling her to take a turn.



Secret Message

Hearts for
Hearing



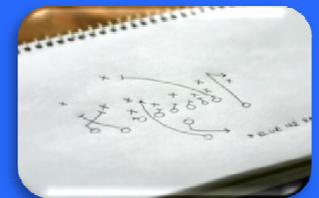
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So What?

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The coach explains the purpose of the session's goals, objectives, and activities to the parent/caregiver.





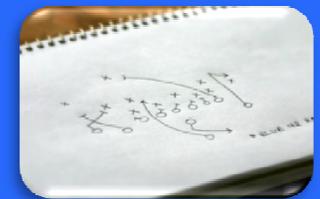
So What?

Hearts for
Hearing



The coach can initiate “So What?” by saying:

- “One reason we use the hand cue is to place the emphasis on listening. We want Ellie to hear it before she sees it.”
- “Let’s talk about what we observed and why we think it happened.”
- “We’re going to use the book No No David to facilitate Ryan’s use of negatives in his spoken language.



So What?

Hearts for
Hearing

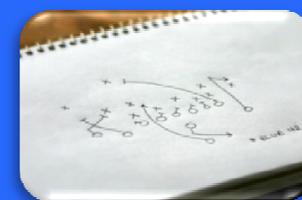


The Fake Out

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The coach purposefully makes a mistake or is “creatively stupid” to sabotage an activity for teaching purposes.



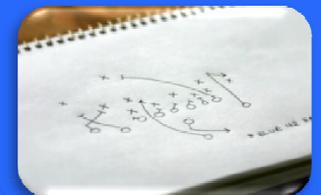


The Fake Out



The coach can initiate “The Fake Out” by:

- Beginning a new activity, while emphasizing “audition first”, by setting a cow and horse on the table without saying anything. Then, stopping and commenting on how she blew it because she failed to use “audition first.”
- Asking the parent/caregiver to “catch the coach” neglecting acoustic highlighting of the /s/ phoneme at the beginning of words.



The Fake Out

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Hearing

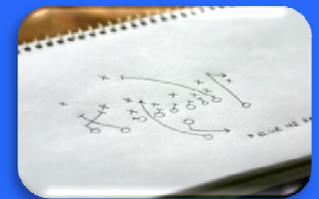
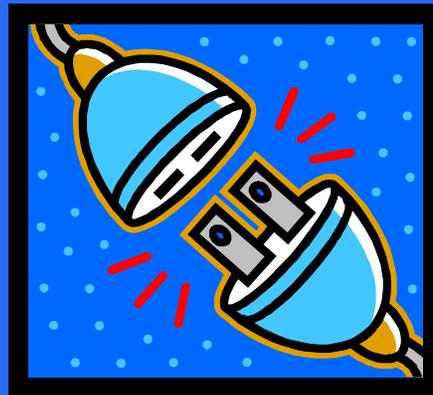


Making the Connection

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The coach gives and gathers new information from the parent/caregiver to confirm the learning and expansion of therapy targets in their home environment.





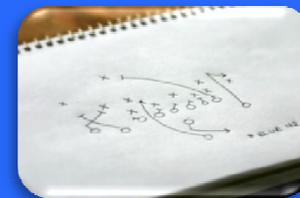
Making the Connection

Hearts for
Hearing



The coach can initiate “Making the Connection” by:

- “What does this look like at home?”
- “What have you learned today that you can share with other family members and friends?”
- “What part of the therapy session was most helpful to you?”



Making the Connection

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Hearing

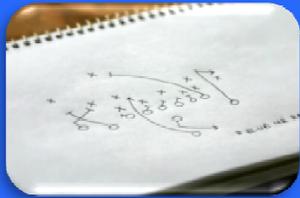


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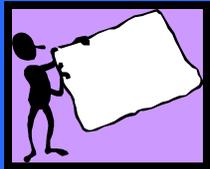
Making the Connection

Hearts for
Hearing





Executing the Plays: Coaching Strategies



Show and Share



News Commentator



Test Drive It Together



Secret Message



Leading by Example



Fake Out



To the Point



So What?



Guided Experiments



Making the Connection

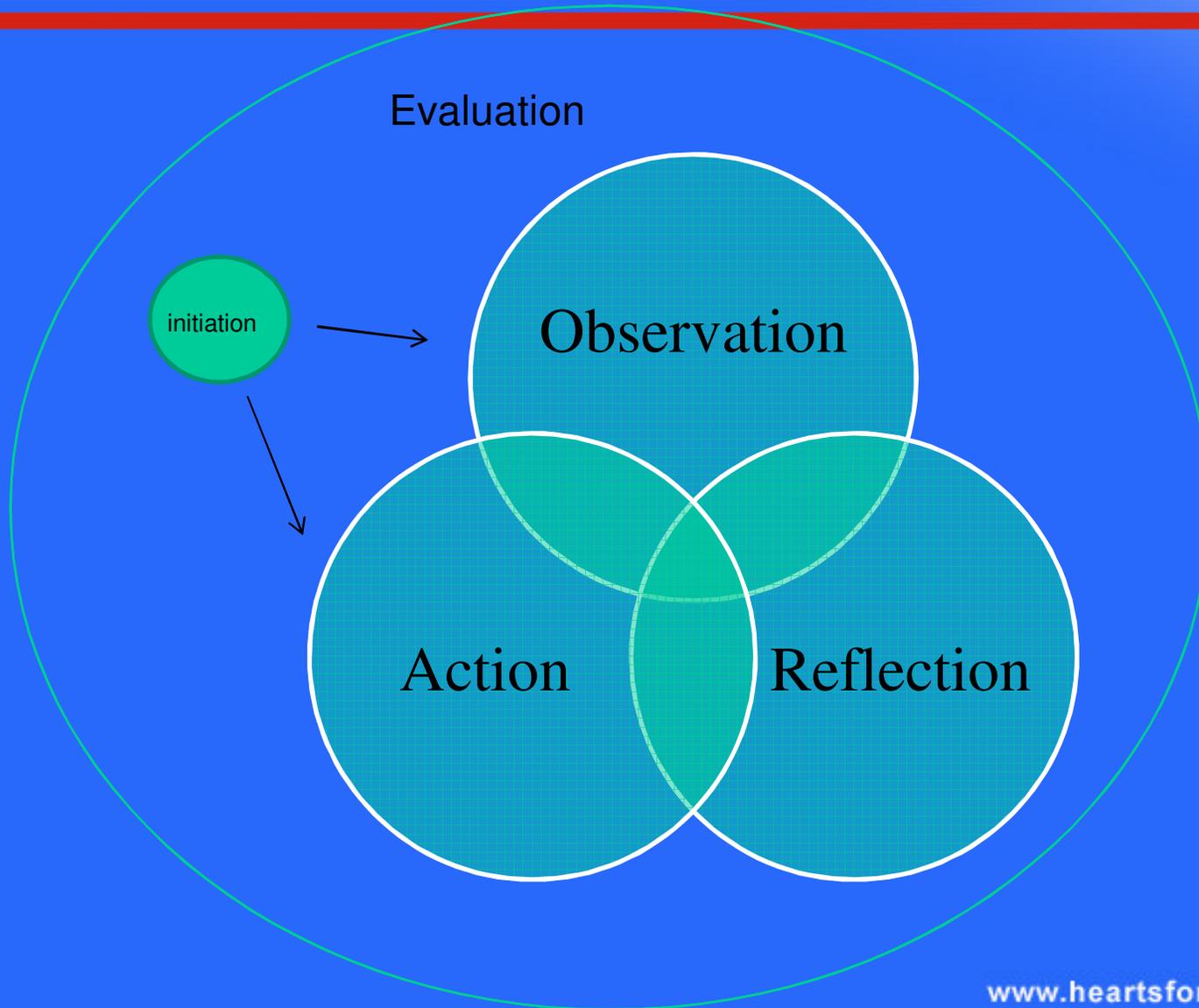
Name the Five Coaching Strategies

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Back to the Play Book: The Coaching Process



Back to the Play Book: Reflection, Summary and Evaluation

Hearts for
Hearing



During the reflection phase of the coaching process, the coach seeks and accepts parental feedback by:

- “How are you feeling about the number of books I’ve asked you to read this week? My sense is that you are somewhat overwhelmed?”
- “What did you observe today?”
- “What were three things that you discovered today?”



Back to the Play Book: Reflection, Summary and Evaluation

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During the summary phase of the coaching process, the coach summarizes or recaps the session:

- “Today we discovered...Josie is able to follow one step commands through audition only.”
- “Today we noticed if we pause and wait, Ben responds with spontaneous spoken language.”
- “So, this week we want to try...”



Back to the Play Book: Reflection, Summary and Evaluation



During the evaluation phase of the coaching process, the coach reviews the effectiveness of the coaching relationship.

- “What do you need more of from me? What do you need less of from me?”
- “What is your greatest concern for your child’s development?”
- “If you could wave your magic wand and change three things about therapy, what would you change?”



Coaching: A Parent's Perspective

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A Good Coach...

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- Is always moving and improving
- Sees the potential in every parent or caregiver
- Is an improver
- Helps families move from point A to point B
- Never accepts the status quo
- Is succinct, and truthful
- Identifies gaps and gifts
- Inspires
- Sees the big picture and clarifies the steps necessary to achieve the parent's desired outcome.



Summary



- Coaching parents and family members facilitates positive family support in early intervention.



- Coaching with intention creates some of the greatest results. It is one of an Early Interventionist's most rewarding activities.



- Coaching others positively impacts the coach. It improves the Early Interventionist's own game.



Summary Continued



- Good coaching creates a situation where everyone wins.
- We can learn and grow from each other when we respect and approach others as “enlightened”.
- We all need to be lifelong learners to better serve children with hearing loss and their families.
- Everybody can improve!



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