

10 Steps for Family-Centered Coaching via Telepractice

By Lauren Tandy, M.S., CCC-SLP

When I provide Telepractice services to my early intervention caseload, I use a lot of family-centered coaching. Let me break down what this looks like for you. My session is structured like this:

1. Introduction
2. Review of what they wanted to work on between sessions (giving two choices, tummy time, independently feeding with a spoon, etc.)
 - How did that work for you?
 - What did you notice about....?
 - What was difficult?

Try to ask open-ended questions instead of yes/no questions
3. Discussion of what they had planned last session that they wanted to work on today (a skill within a home-based activity like giving two choices during mealtime or reading child's acceptance/refusal cues during experience of a new food).
 - Have them set up their chosen activity (they should choose this activity with you at the end of your prior session (such as getting a coloring book and crayons out to color with their child at the table).
4. Set up the activity with coaching on what you will be working on (for example: recasting accurate verbal models while they are coloring and making up a story; working on specific signs you just taught the parent; practicing pointing at pictures; giving visual cues for sounds that you just taught the parent to use with their child, etc.)
5. OBSERVE the parent with the child completing the activity that you just set up expectations for with the parent while their laptop/computer/phone/iPad is set up to view the activity within hearing range.
6. Give the parent feedback (there are a lot of different ways to do this and I can provide more information and training on this topic in another thread).
7. Parent may try again with your given feedback.

- Here is where you may choose to use resources such as Youtube videos, pictures, direct training from the clinician (YOU). The supports may also be provided while you are setting up expectations for the task.
8. Review the targeted task with parent to break down what went well and what could have been done a little differently.
 - Provide resources for parent to look up, print out, or watch during session. You may also choose to video a technique with your own child or doll and upload prior to session for demonstration).
 9. Plan for what to work on between visits. This will typically be something that you worked on during the session or a new skill the parent wants to focus on that is encompassed in the child's goals.
 - Ask the parent what activities they plan to practice this skill in (ex: I want to work on tummy time. Then I would ask when do you think you will have a chance to do this or how often throughout the day/what rooms/times of day will this be possible) You try to set as close to a plan as possible so it sets the expectation for the week or until your next session.
 10. Plan an activity for your next session. I ask, "What would you like to work on during our next session/visit?" If they say something general like, signing, I will ask, "What signs would you like to work on?" I then try to narrow down an activity that we can work on those signs within (this is the planning part I referred to at the beginning in Step 3. Then when you meet for the next session, you come full circle and build on plans/expectations/progress.

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