Using Coaching Strategies to Engage With Families in an Early Intervention Context

INTRODUCTION

Early intervention supports a child and his or her family by promoting the child’s learning and development within the context of the family’s everyday routines. One crucial piece in successful early intervention is building the family’s capacity to engage in activities that foster communication development in the child. In this course, Dathan Rush will provide the purpose, rationale, and protocol for coaching parents of young children in natural learning environments to foster speech and language development. Using video analysis and discussion, the course will demonstrate how to implement the five evidence-based characteristics of the coaching interaction style with parents of children receiving early intervention services. You’ll walk away with tools for implementing coaching strategies with families on your caseload.

LEARNING OUTCOMES

After completing this session, you will be able to:

- explain how SLPs may use coaching interaction style when working with families in early intervention
- identify the five evidence-based characteristics of coaching interaction style
- select natural learning opportunities with families to serve as the context for early intervention

PROGRAM HISTORY AND IMPORTANT INFORMATION

Original program date: November 13, 2015
Peer reviewed: September 22, 2017
End date: September 22, 2020

To earn continuing education credit, you must complete the learning assessment on or before September 22, 2020.

To see if this program has been renewed after this date, please search by title in ASHA’s online store at www.asha.org/shop.

This course is offered for 0.05 ASHA CEUs (Intermediate level, Professional area).
STATEMENT ON EVIDENCE-BASED PRACTICE

It is the position of the American Speech-Language-Hearing Association that audiologists and speech-language pathologists incorporate the principles of evidence-based practice in clinical decision making to provide high-quality clinical care. The term evidence-based practice refers to an approach in which current, high-quality research evidence is integrated with practitioner expertise and client preferences and values into the process of making clinical decisions.

Participants are encouraged to actively seek and critically evaluate the evidence basis for clinical procedures presented in this and other educational programs.

Adopted by the Scientific and Professional Education Board, April 2006