Technology-Supported Mentoring to Increase Early Intervention Providers’ Use of Family Guided Services and Supports

Juliann Woods & Emily Marturana
Florida State University

Sections:

1. **Recommended Practice in Early Intervention:**
   - Emphasis on supports and services in the context of the routines and relationships that are part of children and families’ everyday lives  
     \[ (\text{Bruder}, 2010; \text{Sandall, Montemurro, Smith, \& McLean, 2005}) \]

2. **Actual Practice in Early Intervention:**
   - Child-focused approach currently used by many EI professionals  
     \[ (\text{Campbell \& Sawyer, 2007; Peterson, Lunn, Edinburgh, \& Evans, 2007}) \]
   - Coaching does not include direct teaching or practice to support caregiver’s skill development. Majority of time in conversation with caregiver or modeling without feedback or demonstration.  
     \[ (\text{Wilcox, Guimond, \& Kim, 2010}) \]

3. **Professional Development in Early Intervention:**
   - Composed of learners, content, and organization/facilitation of learning opportunities  
     \[ (\text{Boyne, Winton, \& Thouars, 2009}) \]
   - Most frequently delivered in workshop-format, yet workshop attendance does not provide evidence of sustained change in practice  
     \[ (\text{Bruder, Mogro-Wilson, Stayton, Dietrich, \& Stayton, 2009; Snyder \& Wolfe, 2008}) \]

4. **Professional Development & Technology:**
   - Face-to-face interaction and opportunities for reflection improve online PD  
     \[ (\text{Chen, Klein, \& Minor, 2009}) \]
   - Video-feedback is an effective tool to change behavior in beginning teachers in classroom settings and early childhood home visitors  
     \[ (\text{Rossen, Landesberg, Cooper, Fryman, \& Spero, 2008; Sleet, van Ee, 2000; Summers, Funk, Twehshire, \& Squires, 2007}) \]

5. **Mentoring & Feedback:**
   - Mentoring is an effective approach to PD in other fields such as medicine, early childhood education, higher education, and business  
     \[ (\text{Kalen, Stenfors-Hayes, Hylin, Lunn, Hindbeck, \& Warner, 2010; Orzechowski, 2005; Thorndyke, Grant, \& Minet, 2008; Underhill, 2006}) \]
   - Performance feedback is an evidence-based strategy to change behavior, but more research is needed on the specific types of performance feedback (verbally delivered, written, email, video, etc.)  
     \[ (\text{Reinke, Lewis-Palmer, \& Martin, 2007}) \]
   - Brief, systematic goal-focused mentoring is preferred by learners
Distance Mentoring Model: How is the evidence applied in DMM?

- Comprehensive, multi-component professional development plan to implement FCNE systematically
- Team (including administrative) and peer supported
- Technology enhanced individualized performance feedback
- Capacity-building goal setting

Four Big Messages...

- Learning is sequential and situational - both between the caregiver and child and the EI & mentor
- Active participation in the information sharing and decision making process increases participation, ownership and independence
- Systematic reciprocal teaching and learning with repetition in a variety of contexts promotes competence and generalization
- Clear, measurable and value driven indicators increase consistency of performance

Four Constructs and Related Performance Measures

- Program Quality: Key Indicators
- Contexts for Intervention: Routine Categories
- Systematic Caregiver-Child Instruction: SS-OO-PP-RR
- Adult Teaching Cycle: Coaching Strategies

DMM in Action: One Story

**The Training**

- 3-Day Workshop to introduce principles of Family-Centered Services and Supports in Natural Environments (FC-NE) and develop consensus on Key Indicators of FGRBI
- Team-based individualized mentoring with performance-based feedback

**The Technology**

- Video cameras
- Mentoring via conference call/Skype
- E-mail feedback

**The Supports**

- Quarterly Polycom conferences
- Monthly newsletters
- Administrator participation

Routine Categories
Home Visit Format: SS-OO-PP-RR

- Setting the Stage
  - Identify priorities, intervention strategies, and outcomes to target
  - Explain developmental information

- Observation and Opportunity to Practice
  - Watch interactions between parent-child dyad
  - Facilitate opportunities for caregiver to practice intervention strategies

- Problem Solving and Planning
  - Identify alternatives to support teaching and learning opportunities
  - Plan for strategy use in family routines and activities

- Reflection and Revision
  - Encourage caregiver to identify successes and challenges
  - Summarize next-steps

Email Feedback

North Dakota Routine-Based Early Intervention Project
Sparse Feedback System (SFSU)

Preparation and Code Field Observations
- Video feedback
- Video clips
- Email feedback
- Scheduled with feedback
- Video clips

Routine Coding (every 6-8 weeks)
- Observation and opportunity to practice
- Setting the stage
- Observation and opportunity to practice
- Reflection and revision

Stages of Concern Questionnaire (SoCQ)

SS-OP-PP-RR: Stages of Concern Questionnaire (SoCQ) 3x per year

Measures

- Stages of Concern Questionnaire (SoCQ) 3x per year
- Caregiver Coaching Coding (every 6-8 weeks)
- Routine Coding (every 6-8 weeks)
- Key Indicators of FGRBI (every 6-8 weeks)

Sample Questions

1. Is there a change in self-reported ratings on the Key Indicators over time?
2. Does performance-based video feedback impact the diversity of routines early intervention providers participate in during home visits?
3. Does performance-based video feedback impact the diversity of caregiver coaching strategies early intervention providers utilize during home visits?
4. What is the participants’ satisfaction with implementation, professional development, and mentoring?
Survey and Focus Group Feedback

- What we hear
  - This is the way to make change... don't want the peer mentorship or feedback to end!
  - Excitement about consciously trying new strategies with families
  - Independent, ongoing self reflection
  - Increased confidence

- Challenges for you?
  - Fear of technology
  - Time
  - Money

- Things to do differently....

Lessons Learned

- Technology choice is dynamic
- Technology supports are essential
- Expert mentoring supports peer mentoring
- Administrative support increases participation
- Momentum matters - frequency of contact
- PD focus on coaching caregiver implementation necessitates a focus on embedded intervention
Questions?

Thanks to CEC RAP team: Emily Marturana & Jenny Brown
Lynda Apel, Christinna Morrow, Anna Hafsted, Sara Hitt, Kristy Buesgarts, Mariasa Goodwin, Cait Reischle

References:


For more information about the Communication and Early Childhood Research and Practice Center at FSU please visit: http://cec-rap.fsu.edu

For more information about the Therapists as Collaborative Team members for Infant/Toddler Community Services Project please visit: http://tactics.fsu.edu

References:


