

# Beyond “Try This at Home”

Using the Teach- Model- Coach- Review Instructional  
Approach to Teach Parents and Other Professionals  
Intervention Strategies

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# Disclosure Statement

*We have no relevant financial or nonfinancial relationships to disclose.*

# Outline

- ▶ Objectives and terminology
- ▶ Why train parents
- ▶ Adult learning research

# Objectives

- ▶ Participants will be able to implement a framework for teaching parents and other professionals how to effectively implement language strategies in the child's natural environment.
- ▶ Participants will be able to critique an example of the Teach- Model- Coach- Review framework by identifying strengths and weaknesses of each step of the instructional approach.
- ▶ Participants will collaboratively discuss practical implications of the Teach- Model- Coach- Review instructional approach so that they are able to effectively plan, troubleshoot, and monitor the TMCR framework.

# Intervention versus Implementation

- ▶ Intervention describes strategies used to teach children a skill
- ▶ Implementation refers to the actions required to put an intervention into effect
- ▶ Speech-language pathologists should use effective evidence-based interventions with children AND effective implementation strategies for teaching parents to use these interventions.

# Why Train Parents?

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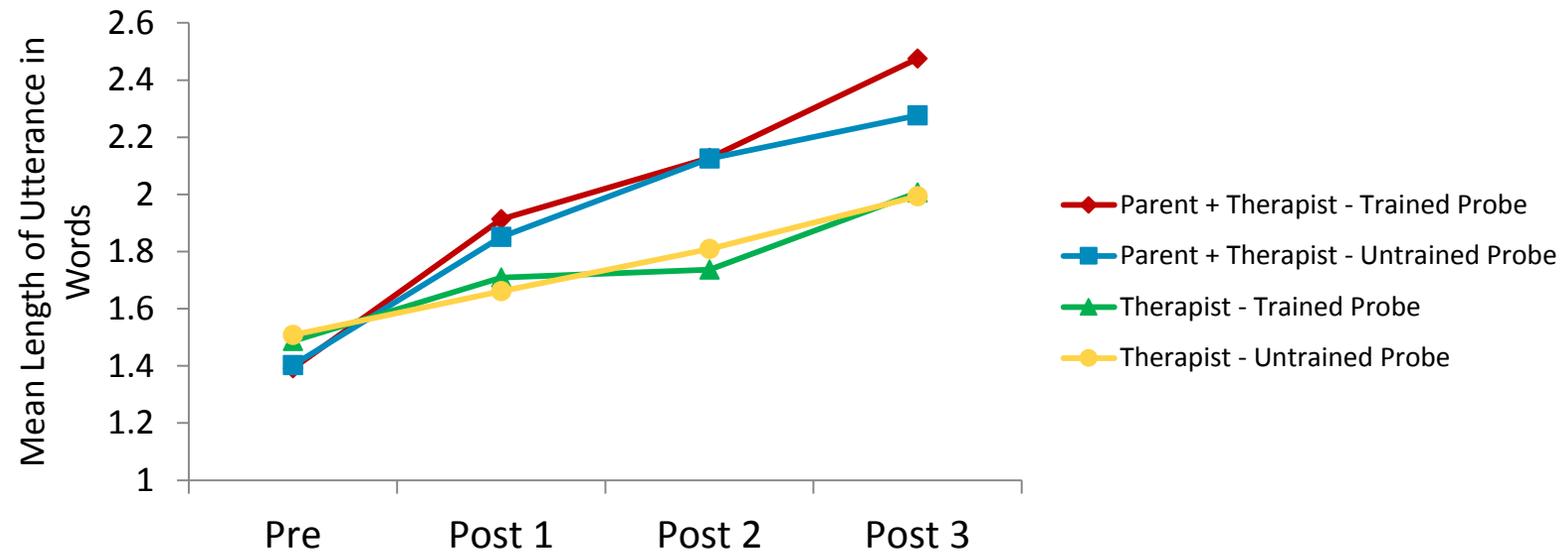
- ▶ Parents are children's first language teachers.
  - ▶ Functional communication is learned at home, with caregivers, in everyday activities
- ▶ Amount of parent talk directed to children is associated with more positive language development (Hart & Risley, 1995)
- ▶ Parent responsiveness and language modeling are associated with better language development (Kaiser et al., 2001; Yoder & Warren, 2004)
- ▶ A recent meta-analysis found that parent-implemented language interventions are effective (Roberts & Kaiser, 2010).

# Why Train Parents?

- ▶ Parent may not have the expertise necessary for navigating and implementing an AAC system (Starble et al., 2005)
- ▶ Parents have consistently identified their lack of inclusion in the selection and training of an AAC system as an issue in service delivery (Angelo, 2000; McNaughton et al., 2008; Bailey, Parrette, Stoner, Angell, & Carroll, 2006; Parrette, Brotherson, & Huer, 2000; Starble, Hutchins, Favro, Prelock, & Bitner, 2005)

# Why Train Parents?

- ▶ Children experience more language growth when their parents are trained.



# How to Train Parents?

# Common practices for home programming

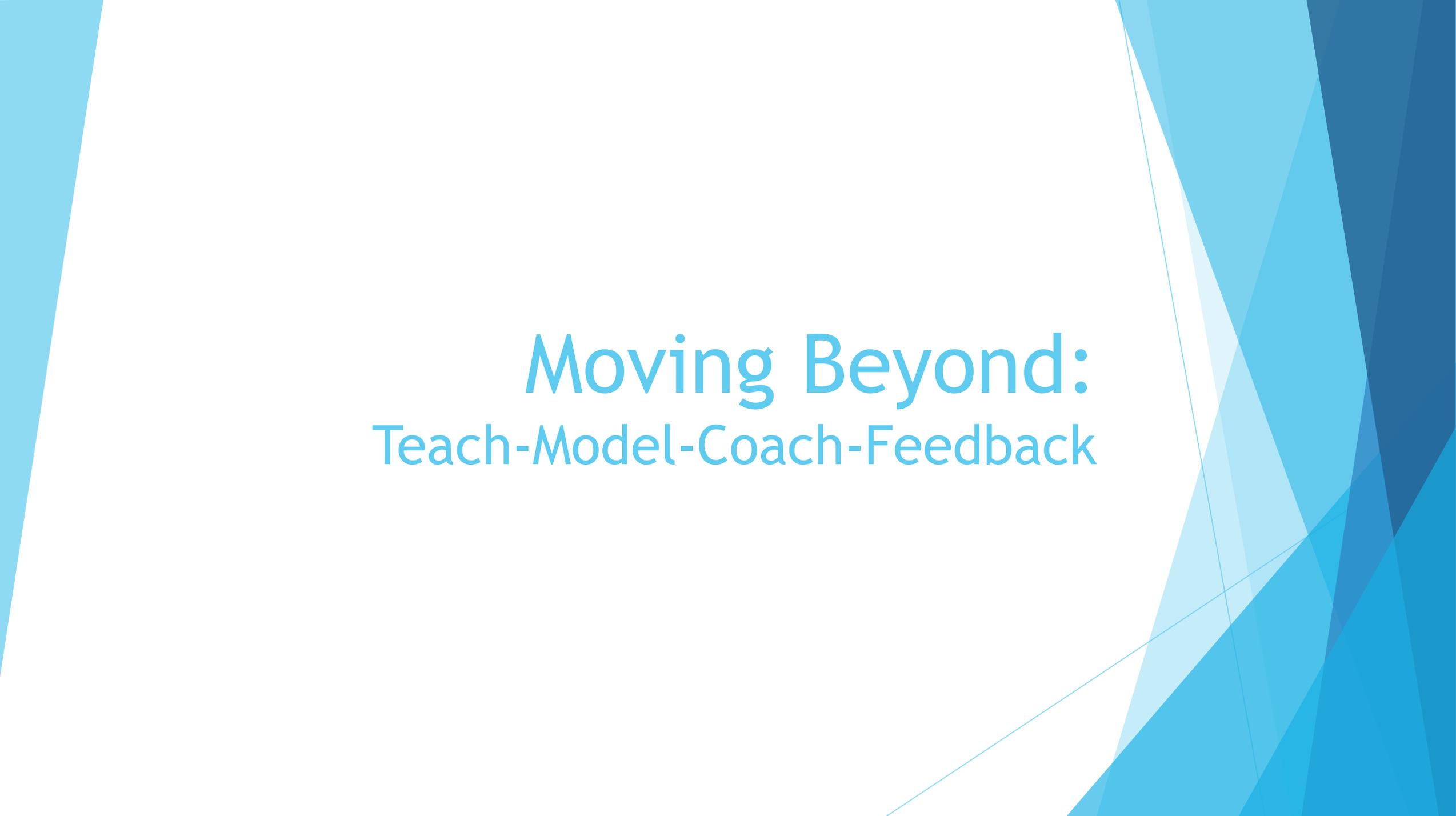
- ▶ Having the parent sit in/observing a session
- ▶ Talking about it with the parent
- ▶ Giving the parent a handout

# Adult Learning (Dunst & Trivette, 2012)

- ▶ Adults learn best when...
  - ▶ Actively engaged with the material
  - ▶ Immediate context where learning can be applied
  - ▶ Have opportunities to try skills to master them
  - ▶ Engage in self-assessment (reflection)
  - ▶ Taught using a variety of methods/practices
- ▶ Instruction without practice is not effective
- ▶ Adults learn best when given an opportunity to reflect on their own performance

# Audience Example

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The background features abstract, overlapping geometric shapes in various shades of blue, ranging from light sky blue to deep navy blue. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The text is centered in the white space between these shapes.

# Moving Beyond: Teach-Model-Coach-Feedback

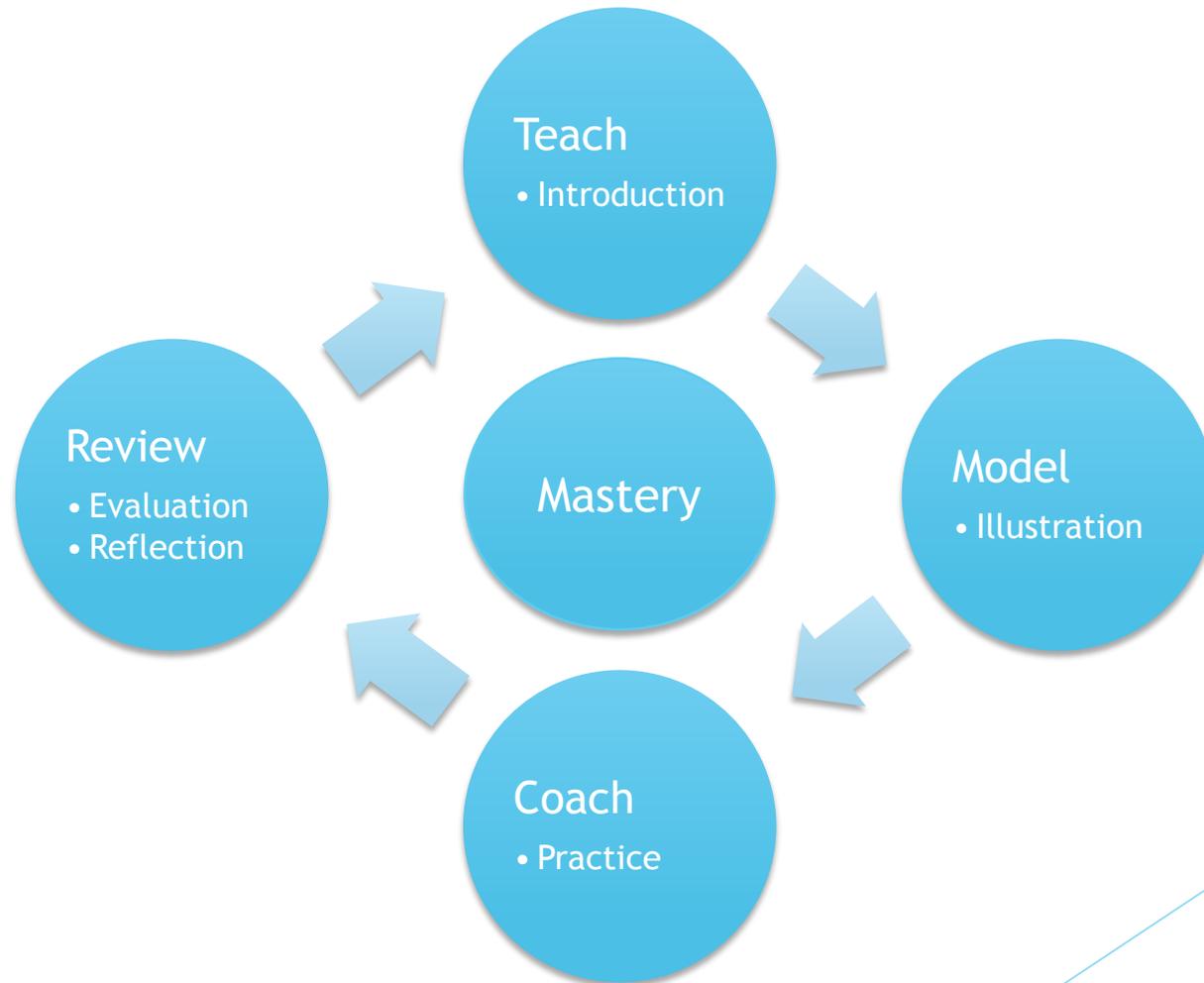
# Skills Needed for Parent Training

- ▶ Knowledge of the intervention
  - ▶ Skilled doing the intervention with children
  - ▶ Can describe skill and rationale fluently, give examples, answer questions
- ▶ Communication with parents
  - ▶ Ask open ended questions and wait time
  - ▶ Use understandable language
  - ▶ Have generally positive, accepting and supportive affect
- ▶ Coaching and feedback skills
  - ▶ Analyze parent implementation
  - ▶ Coach to support parent
  - ▶ Give feedback that supports parent efforts and teaches skill

# Adult Learning Outcomes

- ▶ Six adult learning methods that were associated with positive adult learning outcomes (Dunst & Trivette, 2012)
  1. Introduction
  2. Illustration
  3. Practice
  4. Evaluation
  5. Reflection
  6. Mastery
- ▶ A positive association was found between the number of adult learning methods and the adult learning outcomes.

# Teach Model Coach Review: An instructional approach rooted in Adult Learning Outcomes



# Before you start...

- ▶ Openly discuss expectations for therapy
  - ▶ Discuss parent priorities for child goals and their own goals
  - ▶ Discuss the positive outcomes of parent training (compared to therapist alone)
  - ▶ Discuss coaching and feedback

# Before you start...

- ▶ **Develop a relationship as co-interventionists**
  - ▶ Ask parents about their experience in each session,
  - ▶ Invite parent to evaluate child's progress
  - ▶ View the parent as the expert on their child
  - ▶ Make plans for sessions together

# Step 1: Teach a Strategy

- ▶ Teaching can occur within your session
  - ▶ Definition of the strategy
  - ▶ Rationale for the strategy
  - ▶ Description of when and how to use the strategy
  - ▶ Example:
    - ▶ Role play
    - ▶ Description of an earlier example
  - ▶ Ask for questions
  - ▶ Provide handouts as needed

# Video Example: Teach



## Step 2: Model

- ▶ As you model, describe the strategy
  - ▶ Why you used that strategy
  - ▶ When you used the strategy
  - ▶ Tied to child behaviors: “When I did this, the child did this”
  - ▶ Describe times you are not using the strategy
- ▶ Opportunities for description may be variable

# Video Example: Model



# Step 3: Coach

- ▶ Parent practices the strategy with the child and the therapist coaches the parent.
  - ▶ Praise
    - ▶ General praise: “Great job”
    - ▶ Descriptive praise: Tied to what the child is doing
  - ▶ Specific constructive feedback
    - ▶ When to use the strategy: “Next time he points to the ball I want you to point to the ball and say ‘ball.’”
    - ▶ How to use a strategy correctly

# Video Example: Coach

## Step 4: Review

- ▶ Asks the parent how he or she feels about the session and target strategy
- ▶ Describes how the parent used the target strategy
- ▶ Connects parent use of the strategy with child's communication
- ▶ Address challenging moments
- ▶ Make a plan for next time
- ▶ Questions

# Video Example: Review



# Progress Monitoring

- ▶ Three levels of fidelity monitoring:
  - ▶ Your own direct implementation of the strategy
  - ▶ You implementation of the TMCR strategy
  - ▶ The parent/caregiver's implementation of the strategy

# Audience Example

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# Challenging Situations

Issue	Trouble Shooting
“It’s not my job.”	Affirm feelings Explain dosage and generalization
“We didn’t have time to practice this week.”	Affirm feelings When planning for between-visit practice, pick a few specific times that the parent will likely be successful within activities they are already doing. Simplify the strategy if possible
“I did it, but I can’t get his father on board.”	Praise for trying Point out benefit to the child Ask for specific times this may be specifically helpful to dad
I never see the family since I work with this kiddo at school	

Billing

# Billing

- ▶ CPT code 92507 covers a “session” without regard to time
- ▶ ASHA survey reports that 45-60 minutes is typical
  - ▶ Moving toward 30 minutes
- ▶ Parent education is not billable or codable in current CPT codes

# Billing: Private Practice

- ▶ Make clear how long a session is and what a session included
  - ▶ Reviewing progress
  - ▶ Direct services
  - ▶ Parent training

# Billing: Medical Practice

- ▶ Find out what procedures are and what your required to provide