REAL-TIME EMBEDDED COACHING

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Goals

◦ The participant will be able to identify three reasons to use Real-Time Embedded Coaching.

◦ The participant will be able to identify three strategies that will support Real-Time Embedded Coaching.

◦ The participants will be able to explain and demonstrate Real-time Embedded Coaching.

Coaching

◦ To facilitate interactions between an adult and child in order to enhance communication

What we do

◦ Explain what to do
◦ Model what to do
◦ Model and explain what we are doing
◦ Involve the parent in a part of the session
◦ Take turns modeling and turning it over
◦ Take turns modeling and turning it over and then give feedback
◦ Co-teaching
◦ Suggestions and feedback at the end of the session

Real-Time Embedded Coaching

◦ The act of providing support through suggestions and reinforcement while the parent is engaging in an activity with the child
◦ Occurs before/during/after the activity

Why Use It?

◦ Immediate feedback
◦ Can't be hands on
◦ Builds confidence
◦ Builds skills
◦ Builds independence

Goals of R-TEC

◦ To identify the skills and capabilities that are within the person
◦ To develop those skills in order to enable provider to use those skills to the best of their ability
◦ To build confidence and self-esteem
◦ To strengthen competence
◦ To help provider recognize their skills and strengths
◦ To help provider identify successful interactions
◦ To increase the independence within the individual, reducing the parent's reliance on professionals to teach their child
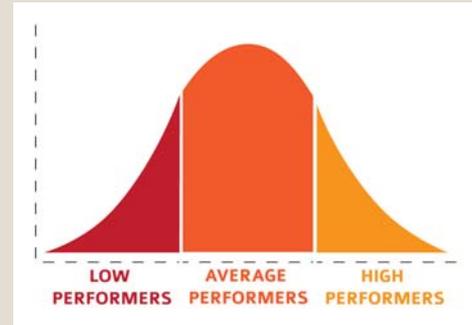
Diagnostics

◦ What skills does the person have
◦ What skills does the person need
◦ Identify one thing to focus on

R-TEC Session

◦ 3-5 minutes welcome, state plan
  ◦ State the expectations for the parent
    ◦ Will the parent observe
    ◦ Will the parent interact with the child
◦ 3-5 minutes recap, progress and changes
◦ 10-30 minutes demonstration (time or need varies)
◦ 20-30 minutes Real-Time Embedded Coaching
◦ 8-10 minutes information
◦ 3 minutes determine homework and schedule next meeting

Characteristics of Coaching
(Rush and Shelden, 2011)

◦ Joint Planning
◦ Observation
◦ Action/Practice
◦ Reflection
◦ Feedback

R-TEC Components

◦ Introduce the goals/targets of the session
  ◦ Use joint planning
  ◦ Select one thing on which to focus (maybe 2)
  ◦ Provide examples of language targets (as appropriate)
  ◦ Provide examples of suggestions/corrections
◦ Observe parent working with child
  ◦ Use positive language to support parent
  ◦ Provide real-time suggestions
◦ Engage the parent in discussion about session
  ◦ Use reflection
◦ Provide feedback
  ◦ Summarize the session at the end
  ◦ Highlight some of the positives
  ◦ Review suggestions made during the session
  ◦ Plan for the next session

Tips for R-TEC

○ Positioning
○ Explain expectations
○ Decide what you are going to correct and comment on
○ Use simple corrections
○ Be specific
○ Select activities carefully
○ Make judgements on when to correct, when to let it go
○ Have alternative activities ready
○ Let the parent know it is okay to question and clarify
○ Reflect! Summarize! Give Feedback!

Choosing Goals

○ Goal for the child
○ Goal for the parent
○ Goal for yourself

How do we know?

○ What is the child's goal?
○ What does the parent need to do so that the child demonstrates the goal?
○ What do you need to do so that the parent gets the child to demonstrate the goal?

Where R-TEC Can Fall Apart

○ Positioning
○ Jumping In
○ Switching goals
  ○ Coaching too many things
○ Talking too much
○ Too much explanation
○ Explaining what is in your head
○ Giving voice to your body language
○ Knowing what comes next
○ Knowing what comes before
○ Expecting the parent to know what to do

What it looks like