

Improving Child Outcomes through Coaching Practices

Public Consulting Group





Home Visiting Evidence of Effectiveness Review



A report recently edited this past June, submitted by Mathematica Policy Research shows that the most successful evidence based home visiting programs that focused on promoting positive parenting practices used tenants of coaching and produced:

- Favorable Impacts on Primary Outcome Measures
- Favorable Impacts on Secondary Outcome Measures
- Lasting Results
- Replicated Results



Background:

The primary goal of home visiting programs should be the enhancement of family and caregiver competency and capacity building for addressing the program and child outcomes.

Coaching families using a strengths based approach:

- Builds on what the family already knows and is doing well
- Encourages the parent-child relationship
- Imbeds specific strategies within a family's functional daily routine
- Creates supports that address both parent and child outcomes

Parents who are living in difficult economic circumstances, trying to adapt to a new culture, or struggling to survive past trauma or abuse are often too stressed or distressed to notice their children's every day developmental needs.

A child, however, is still developing.



Facilitative Skill Building: Coaching to Improve Outcomes

Parenting Focused Model:

Practitioner- Parenting Actions- Child

- Respects parent as child's teacher (+)
- Builds developmental parenting skills (+)
- Builds parent confidence in parenting (+)
- Helps parent use child development information (+)
- Helps parent keep parenting during a crisis (+)
- Establishes an enduring context for a child's development (+)
- Requires more practitioner training and skills (-)

The Facilitative Approach



Looks more like: Conversation about family problems emphasize the child's feelings, the family's concern for their child, and the parent's insights into their child

Looks less like: Conversations about family problems derail the home visit or focus only on the mother's/ parent's feelings

Coaching Phrases to Use: "I wonder how ___ is effecting (child's name)".

The Facilitative Approach



Looks more like: Practitioner suggests imbedding the intervention into an activity the family is already doing, such as bath time

Looks less like: Practitioner works on skill development in isolation and disconnected from functional daily activities

Coaching Phrases to Use: Joint Planning of functional "do-able" routines based intervention

The Facilitative Approach



Looks more like: Practitioner asks the parent about the child's cues/ signs of development, encouraging the parent to make new observations of their child

Looks less like: Practitioner tells the mother about child development out of context of their child's development or progress

Coaching Phrases to Use: "How does he let you know that he wants your attention?"

Research shows that parent or caregiver participation in intervention is key and that supporting parents and caregivers in competently and confidently interacting responsively with their child during daily routines may be more critical to intervention effectiveness than the time children spend with professionals.



Principles of Family Centered Practice



- Create opportunities for informal dialogue
- Acknowledge family strengths and competencies
- Solicit parents' opinions and ideas
- Seek understanding
- Demonstrate caring for the entire family
- Acknowledge and respond to the family's social- emotional needs



1

Direct Teaching

2

Nondirective Instruction

coaching:

joint planning, observation,
action, reflection, feedback

3

Self Discovery



5 Key Practice Characteristics



- Joint Planning: Discussion and agreement on actions to be taken
- Observation: Examining actions or practices in order to learn
- Action/ Practice: Occurs within the context of real-life situations
- Reflection: Analysis of existing strategies for modification and implementation supports
- Feedback: Information sharing based on observation, request, or actions



Why Coaching?

“Spoon feeding in the long run teaches us nothing but the shape of the spoon.”

- E. M. Forster, 1951



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