

# Primary Coach Approach to Teaming in Natural Environments

Wisconsin

Birth to 3 Program



# Agenda

Background of the Birth to 3 Program  
National early Intervention principles  
Primary Coach Approach to Teaming  
Resources  
Questions

# Background of the Birth to 3 Program

Mandated by federal law through the Office of Special Education (OSEP):

- An educational program.
- Individuals with Disabilities Education Act (IDEA), Part C Regulations.
- Early intervention for children under the age of 3.

# National Early Intervention Foundational Principles

From the National Early Childhood Technical  
Assistance Center

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6. Primary coach who receives team and community support.

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5. IFSP outcomes are functional and based on family-identified priorities.
6. Primary coach who receives team and community support.
7. Interventions based on explicit principles, validated practices, best available research.

# Wisconsin Birth to 3 Program and the Seven Foundational Principles

Evidence-Based Practices

Primary Coach Approach to Teaming in Natural Environments

# The Research

Research overwhelmingly supports that the most powerful impact upon developmental outcomes for children receiving early intervention is parental responsiveness to the child during early intervention.

Mahoney, 2009

# The Research

Family-systems intervention practices, and especially capacity-building help-giving practices are complementary to parent-child and child-focused intervention when parents and other caregivers are part of implementing the interventions.

Trivette, C., Dunst, C, and Hamby, D.(2010). Influences of Family-Systems Intervention Practices on Parent-Child Interactions and Child Development (Topics in Early Childhood Special Education, <http://tec/sagepub.com/>)

# Influence on Birth to 3 Program Services

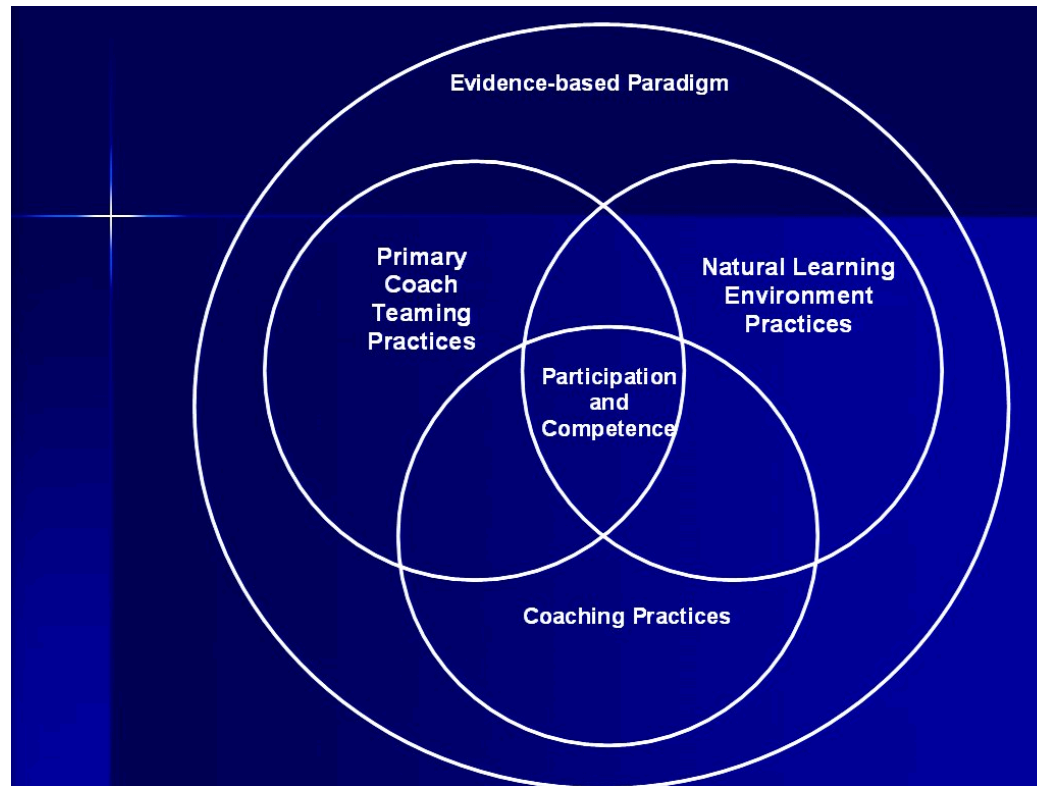
## Moving away from a “Treatment Model”

- Focus on the “problem”
- Work to “fix” the “problem”
- Discipline driven minimizing the parent role

## Into a “Promotion Model”

- Begin where the family/caregiver is
- Increase the capacity of the adult learner
- Side by side interaction with family members

# Evidence-Based Paradigm



# Coaching Practices

An interactive process.

Five characteristics:

- Planning,
- Observation,
- Action/practice,
- Reflection,
- Feedback.



# Coaching Practices

## Intended to build on:

- what the family already knows about their child,
- what the family desires to increase in their child's participation in every day family life.

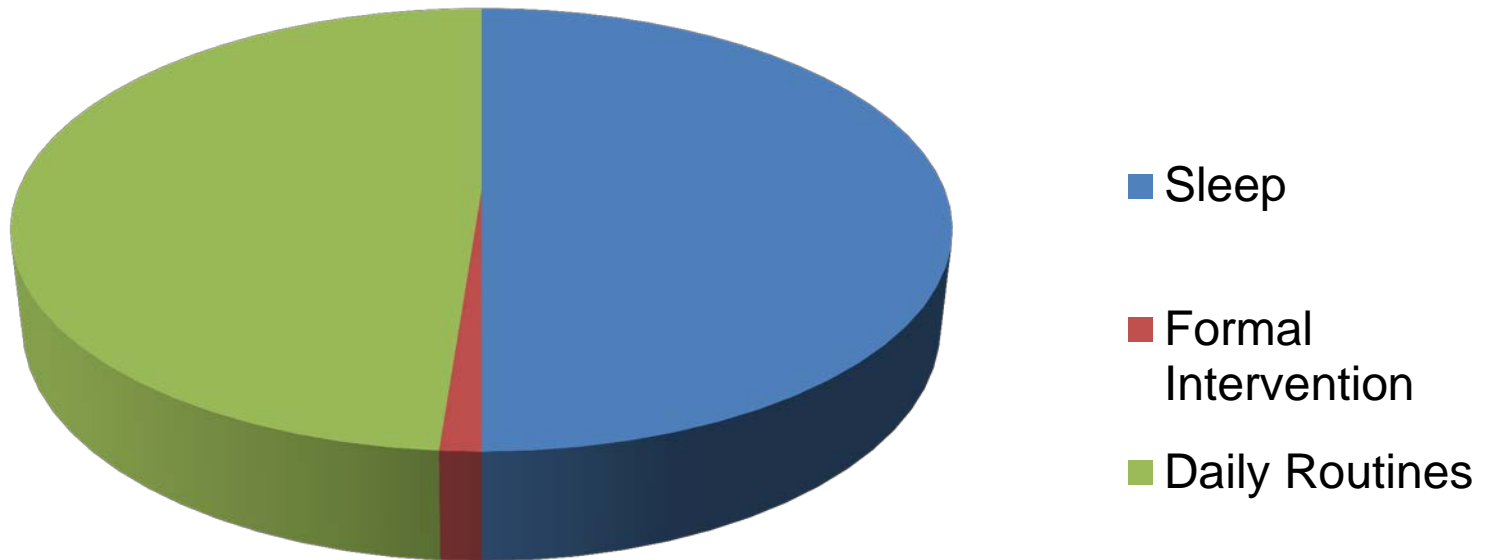
Designed to share specialized expertise and knowledge that will enhance the family's capacity to support their child.

# Coaching Practices

Purposefully interacting with another adult in order to build his/her capacity to support child learning and development within the context of everyday activities.

# Natural Learning Environment Practices

How are infants and toddlers spending their time?



# Natural Learning Environment Practices

Opportunities to practice skills.

Child interests.

Participation in everyday life activities.

# Primary Coach Teaming Practices

## Primary Coach

“...assigns one member of a team as the primary coach, where he or she receives coaching from other team members, and uses coaching with parents and other primary caregivers to support and strengthen their confidence and competence in promoting child learning and development.”

- Shelden & Rush

# Primary Coach Teaming Practices

Every child has access to the entire team which is made up of multiple disciplines.

One provider cannot meet the multifaceted needs of families of children with disabilities.

Providers work:

- Unrestricted by one specific domain,
- Identifying what they do not know or need more information about.

# Primary Coach Teaming Practices

Meeting as a full team frequently.

Discussing families and children to gather input.

Asking questions to receive support from all team members.

# Benefits to Families and Children

Supports what the family already knows about their child,

Promotes what the family desires for their child,

Increases, develops, and focuses the family and caregiver's individual capacity to support their child,

Helps the family to become less dependent upon an “expert,” and

Provides the tools to support their child in everyday setting and routines occurring naturally in the family's life.



# Resources

Wisconsin Department of Health Services Birth to 3 Program

<http://www.dhs.wisconsin.gov/children/birthto3/index.htm>

Seven Foundational Principles

<http://ectacenter.org/topics/families/famctrprin.asp>

# Resources

## American Speech-Language-Hearing Association (ASHA)

- <http://www.asha.org/docs/html/PS2008-00291.html>
- <http://www.asha.org/docs/html/GL2008-00293.html>
- <http://www.asha.org/Publications/leader/2008/080325/f080325b.htm>

## American Occupational Therapy Association (AOTA)

- <http://www.aota.org/-/media/Corporate/Files/Practice/Children/AOTA-Advisory-on-Primary-Provider-in-EI.pdf>
- [http://www.cdd.unm.edu/ecspd/portal/docs/tta/AOTA%20Side%20by%20Side\\_Transdisciplinary%20EI.pdf](http://www.cdd.unm.edu/ecspd/portal/docs/tta/AOTA%20Side%20by%20Side_Transdisciplinary%20EI.pdf)
- <http://www.aota.org/en/Practice/Children-Youth/Evidence-based/CATS-CAPS/EI.aspx>
- [http://www.aota.org/-/media/Corporate/Files/Practice/Children/Browse/EI/Role-of-OT\\_1/Early%20Intervention%20FAQ%20Final.pdf](http://www.aota.org/-/media/Corporate/Files/Practice/Children/Browse/EI/Role-of-OT_1/Early%20Intervention%20FAQ%20Final.pdf)

## American Physical Therapy Association (APTA)

- <http://www.pediatricapta.org/consumer-patientinformation/pdfs/Natural%20Env%20Fact%20Sheet.pdf>

## American Association of Pediatrics (AAP)

- <http://pediatrics.aappublications.org/content/132/4/e1073.abstract>

## National Association of School Psychologists (NASP)

- <http://caspsurveys.org/NEW/pdfs/nasp01.pdf>

## Division for Early Childhood (DEC)

- [http://www.naeyc.org/files/naeyc/file/positions/DEC\\_NAEYC\\_EC\\_updatedKS.pdf](http://www.naeyc.org/files/naeyc/file/positions/DEC_NAEYC_EC_updatedKS.pdf)

Questions?

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