



# Family Centered Practices and the Coaching Model: Using the Matrix Approach

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# Early Childhood Promising Practices Series

- January 10: Family Centered Practices and Coaching Model
- February 7: Babies Count: The National Registry
- March 7: Virtual Home Visits
- April 11: Transition from Part C B: Going to Preschool
- May 9: Readiness for Kindergarten



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# Learning: Practice and Theory

I hear and I forget.  
I see and I remember.  
I do and I understand.  
(Confucious)

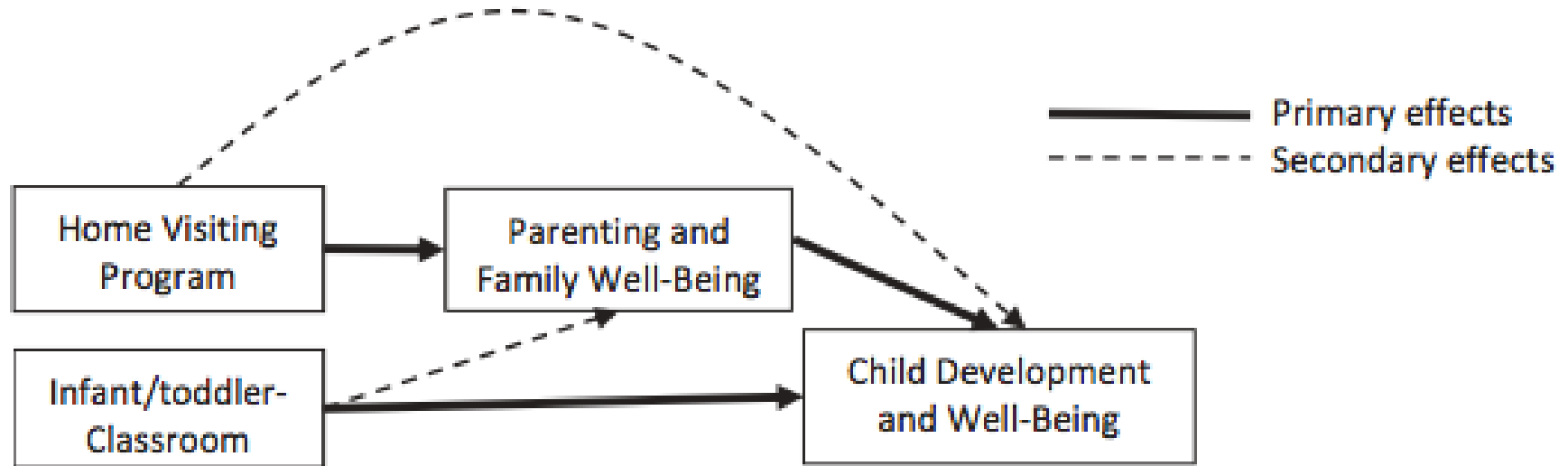
# Objectives

- Describe the foundational concepts of Family Centered Practices related to supporting families of young children with blindness and low vision.
- Recognize the key components of coaching models to building family capacity and competencies.
- Use The Matrix Approach as a tool to engage families in home visits.

# The big “WHY”

- TVIs who serve infants and toddlers need more information than school-based teachers...
- Different settings, service delivery process, and role
  - Home visiting
  - Bioecological and Family Systems Theory
  - Child development is strongly influenced by the connections in their microsystem/family (Bronfenbrenner, 1979).
  - State’s Part C system

# The basic difference between home visitors and classroom teachers



Roggman, L. A., Peterson, C. A., Chazan-Cohen, R., Ispa, J., Decker, K. B., Hughes-Belding, K., & Vallotton, C., D. (2016). Preparing home visitors to partner with families of infants and toddlers. *Journal of Early Childhood Teacher Education*, 37, 301-313.

## Mission of Part C Early Intervention Services

Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.

Workgroup on Principles and Practices in Natural Environments, OSEP TA Community of Practice: Part C Settings. (2008). *Agreed upon mission and key principles for providing early intervention services in natural environments*. Retrieved from

[http://ectacenter.org/~pdfs/topics/families/Finalssionandprinciples3\\_11\\_08.pdf](http://ectacenter.org/~pdfs/topics/families/Finalssionandprinciples3_11_08.pdf)

# The 5 Pillars of Early Intervention

1. Family Centered Practices
2. Natural Environments
3. Children's Learning
4. Adult Learning
5. Quality Teaming



# Family Centered Practices

*Early intervention is NOT meant to happen “to” a family but “with” a family.*

- Collaborative
- Strength based
- Family Choice and Control

(Hatton et al., 2018 - DVIDB position paper)

# The Paradigm Shift

## Part C (Birth to 3 at home)

- Parent priority and concerns
- Activity or routine based
- Learning occurs between specialist's visits
- IFSP
- Natural environment
- Coaching to parents (indirect to child)

## Part B (3-21 in school)

- Educator's priority
- Skill based
- Learning occurs during instruction
- IEP
- Least Restrictive Environment
- Direct instruction



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# Coaching...best practice in EI (Rush & Shelden, 2019)

## Direct Teaching

- Teacher develops, guides, and monitors the learning objectives based on assessment. (i.e. “I do, we do, you do”)
- Parent is not included in instruction as it is teacher led and directed at child only. “Medical model of EI”

## Consultation

- Consultant gathers information to identify and analyze the problem, then makes recommendations to resolve
- Parent is passive participant and expected to follow directions made by specialist.

## Coaching

- Coach works to build capacity of parent through 2- way joint planning, observation/modeling, reflective discussions, action orientated feedback
- Parent is an active participant and owns the solutions (goals and plan).

# 5 Key Components of Coaching

1. Joint planning
2. Observation
3. Action/practice
4. Reflection
5. Feedback

(Rush & Sheldon, 2019)

# Let's reflect...

Think about your MOST engaged family.

Why do you think they were engaged?

What behaviors, yours and theirs, do you think contributed to the engagement?

# The Matrix Approach

[www.eiviprofessionals.com](http://www.eiviprofessionals.com)

# THE MATRIX APPROACH

In Three Phases

- Planning
- Engagement
- Reflection



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# Planning

- Outcomes
  - Ask the parent
  - Identify
  - Write it down
- Routines
  - Ask the parent
  - Identify
  - Write it down
- Problem-solving activities
  - Define problem
  - Define one-week goal
  - Problem-solve solutions
- Choose activity
- Set up the environment





# Engagement

- Observe first
- Coach second
  - Affirm parent competence
    - “What a great idea! I think he is responding so well because of the way you are...”
  - Focus attention and provide developmental information
    - “Did you notice how he smiled and leaned forward? He also looked after the object when it fell. That shows he has object permanence! He understands it doesn’t disappear. Some next steps might be...”
  - Provides suggestions and modeling
    - “You might want to encourage him to search for the dropped toy by...”
    - “I wonder what would happen if you would...”

Based on the Triadic Strategies as described by McCullum and Yates

# Reflection

- Come back to matrix
- Write changes or additions to planning notes.
- Extend
  - Who might you teach?
  - What other materials?
  - What different times of day?

(Writing it down promotes follow-through)

# Let's Reflect...

- From what you have learned from today, what could you change in your current home visiting practices?
- What are 1 or 2 specific strategies that could you implement to engage families in your home visits? How would you do that?

# Wrap up!

- Family Centered Practices
  - Coaching
    - The Matrix Approach

