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?
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; Parette, Brotherson, & Huer, 2000; Starble, Hutchins, Favro, Prelock, & Bitner, 2005)
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
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 rational 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

- Teach
  - Introduction
- Coach
  - Practice
- Review
  - Evaluation
  - Reflection
- Mastery
- Model
  - Illustration
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
## Challenging Situations

<table>
<thead>
<tr>
<th>Issue</th>
<th>Trouble Shooting</th>
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<tbody>
<tr>
<td>“It’s not my job.”</td>
<td>Affirm feelings</td>
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<td></td>
<td>Explain dosage and generalization</td>
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<tr>
<td>“We didn’t have time to practice this week.”</td>
<td>Affirm feelings</td>
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<td></td>
<td>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</td>
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<tr>
<td>“I did it, but I can’t get his father on board.”</td>
<td>Praise for trying</td>
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<td></td>
<td>Point out benefit to the child</td>
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<td></td>
<td>Ask for specific times this may be specifically helpful to dad</td>
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<tr>
<td>I never see the family since I work with this kiddo at school</td>
<td></td>
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</tbody>
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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 you're required to provide