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RAPID COACHING

NEW POST FOR

PRACTITIONERS



[#earlybuildingblocks](#)



FIRST

DECIDE WHAT TO TEACH

Teach adults foundational skills to promote successful interactions with their child.*

For example:

1. Respond to communication
2. Imitate play behaviors
3. Narrate their own play
4. Arrange the environment
5. Add prompting*

* Based on Lane, J. D., Ledford, J. R., Shepley, C., Mataras, T. K., Ayres, K. M., & Davis, A. B. (2016). A brief coaching intervention for teaching naturalistic strategies to parents. *Journal of Early Intervention*, 38, 135-150.

SECOND

PROVIDE RATIONALES

Briefly explain why learning each behavior is important.*

1. Respond to communication:
Shows interest in all forms of communication
2. Imitate play behaviors:
Shows interest in the child's preferred way to play.
3. Narrate their own play:
Shows the child language that could be used during the activity
4. Arrange the environment:
Shows the child when to communicate.
5. Add prompting:
Shows the child how to be correct

*1-2 minutes per target behavior
Consider teaching one at a time

THIRD

MODEL THE BEHAVIOR

Show the parent what the behavior should look like.

- Provide a live demonstration of the target behavior.
- Share a previously recorded video model and watch together.
- Send a video model prior to the meeting then discuss it during the meeting.
- Provide an opportunity for questions
 - All of this should only take a few minutes.

FOURTH

PRACTICE & PRAISE

Allow the parent a few minutes to play and practice, while you point out their successes.

1. Ask the parent to practice the target behavior
 - A few minutes will suffice (4-5 minutes)
 - Goal-the parent displays the behavior about once a minute
 2. Praise the parent for successful demonstrations of the target behavior
 - Focus on the positive - Avoid pointing out mistakes or missed opportunities
- If possible, record the session (smartphone, tablet, record function on distance technology).

FIFTH

PROVIDE FEEDBACK

Discuss successes and opportunities with the parent, as well as allow for questions, providing extra support as needed.

1. Praise the parent for how well they did during the mini session.
2. If you recorded the session, refer back to moments that went well and moments where the parent could have displayed the target behavior (e.g., share screen using distance technology)
3. Allow an opportunity for questions.
4. Ask the parent if they would like to see a model of the target behavior again.

SIXTH

REPEAT & TROUBLESHOOT

Allow the parent an opportunity to continue practicing the new skill until they reliably display the target behavior.

- Repeat steps 4 and 5 until the parent is consistently displaying the target behavior then move onto the next target behavior.
 - Think of it like layering skills.
- The parent may require support to manage challenging behavior during sessions. Always be prepared to pause training and coaching to address these issues.
- During a single 1-hour visit, you could potentially conduct multiple coaching sessions, empowering parents who may be waiting for more intensive services or may need help on how to interact with their child.