

Opportunities to Embed



In *Opportunities to Embed*, early interventionists (EIs) intentionally and systematically arrange and facilitate opportunities for parents to practice how they include intervention strategies that promote their child's learning. The EIs coach caregivers on each of the Family 5Qs.

Rather than teaching the child or showing the caregivers how they would do it, the EI coaches the caregiver on how to teach their child using the family's interests and everyday activities. This means the EI will use coaching strategies that match the caregiver and child's learning preferences and priorities that will result in multiple opportunities for practice in functional activities throughout the day.

Coaching strategies are used throughout the routine or activity as needed to support the caregiver and child. The purpose of coaching the caregiver is to promote their knowledge and ability to apply the intervention strategy and support the child's response. The number of repetitions of the target or routine with the child depends on the caregiver's ability to apply the intervention strategy and give feedback to their child.

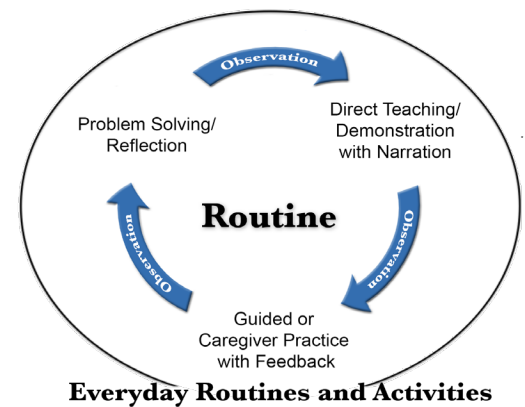
When the caregiver embeds the strategy and supports the child's engagement and participation fluently, coaching can proceed to another routine, activity, or place. Remember, the EI coaches the caregiver on how to teach their child the skill and does not need to continue the activity once the caregiver is competent even though the child needs more practice. This is significant for EIs who are used to working directly with the child until the skill has been acquired.

Practices and Principles	How to...
Engage both the adults and children in authentic learning.	Build on strengths observed previously in routine and discuss in plan for session.
Provide systematic instruction matched to the learner in context.	Specific coaching strategies match the caregiver's learning support needs to embed the strategy in the routine.
Offer frequent specific and meaningful feedback.	General and specific feedback engages and encourages the caregiver and child interactions and learning in the moment.
Scaffold to support confidence and independence of the caregiver.	EI shifts to use caregiver practice, feedback, reflection and problem solving coaching strategies as caregiver increases use of strategies.

FGRBI uses a flexible coaching framework designed to support each caregiver and child as unique learners. EIs coach caregivers purposefully throughout the visit using general and specific coaching strategies that engage the caregiver as a partner and support the caregiver's application of information and implementation.

General coaching strategies such as information sharing and observation are included during Setting the Stage as well as interspersed through the visit when questions arise or moments for incidental teaching occur.

Specific coaching strategies such as demonstration with narration, direct teaching, and caregiver and guided practice are most often used while engaged in the routine or activity to support the parent's interaction or teaching with the child. The EI should also give feedback after the parent's interaction or embedding intervention with the child. Feedback can be general or specific but should always be encouraging and constructive. Feedback is also used to connect the caregiver's actions to the child's participation. After completion of a routine, caregivers and EIs should review, reflect, and problem solve as needed to complete the teaching and learning cycle.



Remember

Coaching for the caregiver is just as individualized and systematic as the child's intervention. It matches the caregiver's understanding and application of intervention strategies and provides as much support as needed for the caregiver to gain confidence and competence. The EI should be ready to meet the caregivers where they are, guide and provide additional support, reflect and problem solve when needed, and try again as more opportunities present themselves.

Coaching also recognizes that some learning opportunities work better than others for different caregivers, and therefore the EI is prepared to use a variety of coaching strategies to guide the caregiver and build their competence. Practice in a variety of routines may be necessary before the caregiver gains confidence. The EIs use of the teaching and learning cycle within the family's prioritized routines builds the caregiver's capacity to reflect and problem solve when the EI is not there.