

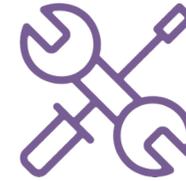
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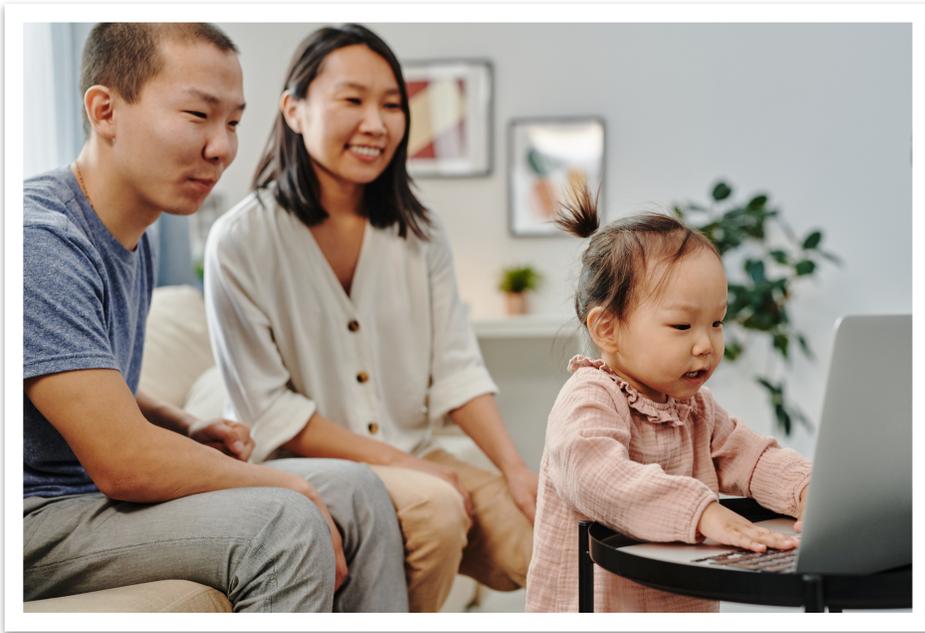


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Culturally Sustaining Coaching Approaches

Culturally Sustaining Coaching Approaches



Event Materials

Visit the **event page** to download a copy of the presentation slides and any additional resources.



Continuing Education

This webinar has been approved to offer continuing education credit. Please stay tuned for more information!



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Readiness. Knowledge. Network.

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Today's Presenters



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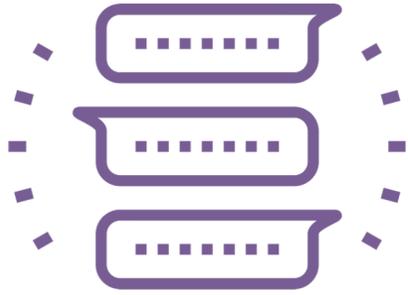
Assistant Professor
Salem State University

Today's Objectives

1. Describe six early intervention adult learning principles that can be effectively integrated into virtual EI practices when engaging families
2. Identify how the adult learning principles can be used to support culturally sustaining virtual visits
3. Reflect on strategies practitioners can use to coach families and support learning for caregivers and children

Equity is about individuals, relationships, and systems. A system that is equitable is one in which we value and honor each person for who they are and provide the structures, environment, and resources each person needs to fully participate and reach their greatest potential.

Equity is about **individuals, relationships, and systems**.
A system that is equitable is one in which **we value and honor each person for who they are** and provide the structures, environment, and resources each person needs to **fully participate and reach their greatest potential**.



Let's Chat!

In the chat, share one or two things you think make up culture.

Defining “Culture”

- The worldviews and beliefs, behavioral standards, traditions, activities, and practices shared by a family and/or members of a community.

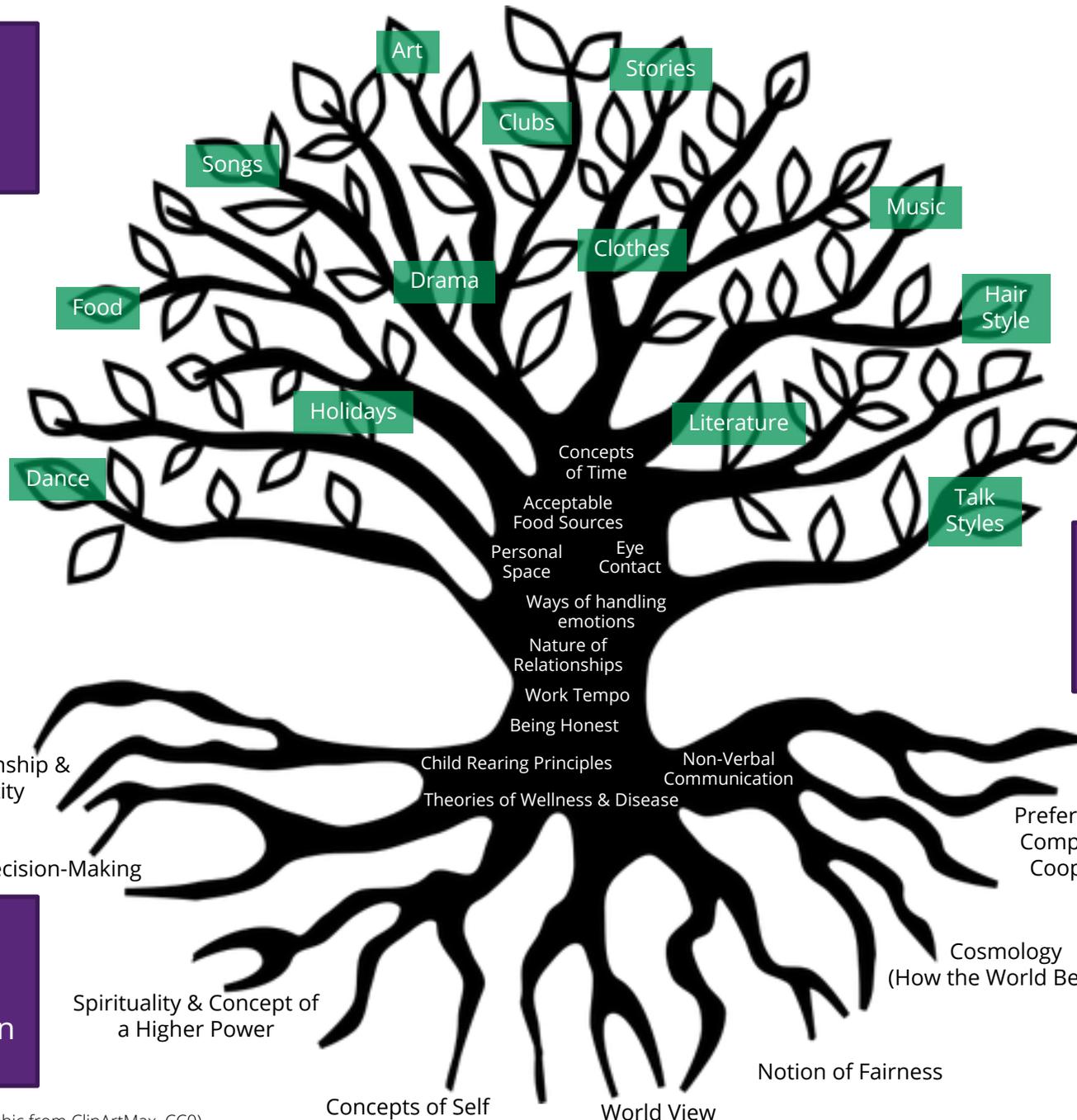
Culture is Dynamic!

It evolves and changes over time.



Surface Culture

- Observable patterns
- Low Emotional Impact on Trust



Shallow Culture

- Unspoken Rules
- High Emotional Impact on Trust

Deep Culture

- Collective Unconscious (Beliefs & Norms)
- Intense Emotional Impact on Trust

(Culture; Tree image adapted from [Hammond, 2014](#) Tree graphic from ClipArtMax, CC0)

Defining “Culture”

- Often your culture is so deeply embedded, it impacts your thoughts and behavior without you even realizing it.
- Members of the dominant culture often have a lot of difficulty even identifying the more nuanced aspects of their own cultures.



Images from Shutterstock

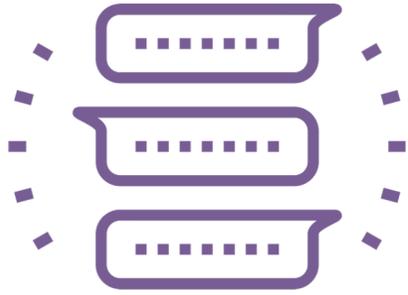
Defining “Culturally Responsive” and “Culturally Sustaining”

Culturally Responsive

Using the cultural knowledge, prior experiences, frames of reference, and performance styles of ethically diverse students to make learning encounters more relevant and effective for them.

Culturally Sustaining

Inviting and encouraging cultural and linguistic practices into education for the purpose of maintaining and strengthening them.



Let's Chat!

Share an example of a time you helped a family strengthen or maintain a part of their family culture in your EI practice.

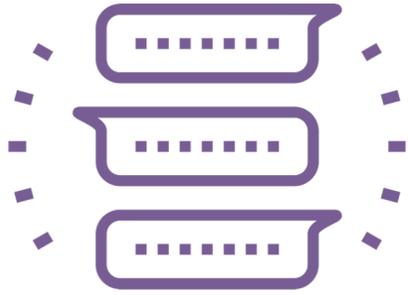
“I already do that. It’s just best practices & coaching.”

Coaching “encompasses a wide variety of adult learning strategies” designed to “promote parents' abilities to support child learning and development within contexts of everyday activity settings.”

So, culturally sustaining coaching would be...

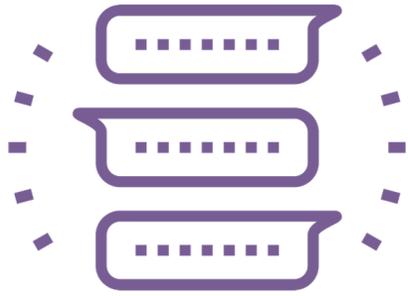


Cpl. Sweeney, Mom, & Baby, by U.S. Army, CC BY 2.0



Let's Chat!

Which **approach** for coaching families do you use?



Let's Chat!

How is your approach to coaching families **culturally sustaining**?



Which coaching **strategies** would you use?



Service providers' use of capacity-building practices that **actively involve caregivers in learning during visits** appear to be related to improved caregiver and child outcomes.

Hopes for the Future of EI

I hope that clinicians gain an even greater understanding and strength using the coaching model and continue to grow their practice, including myself.

Just breathe. Let the child and family direct the session with what is relevant at the time.

To continue coaching parents and empowering them to be their child's best teacher and communication partner.

I hope the current level of family participation and engagement in sessions continues after the pandemic ends.

Becoming a coach involves **acquiring knowledge on adult learning processes**, and changing habits, attitudes, and beliefs.

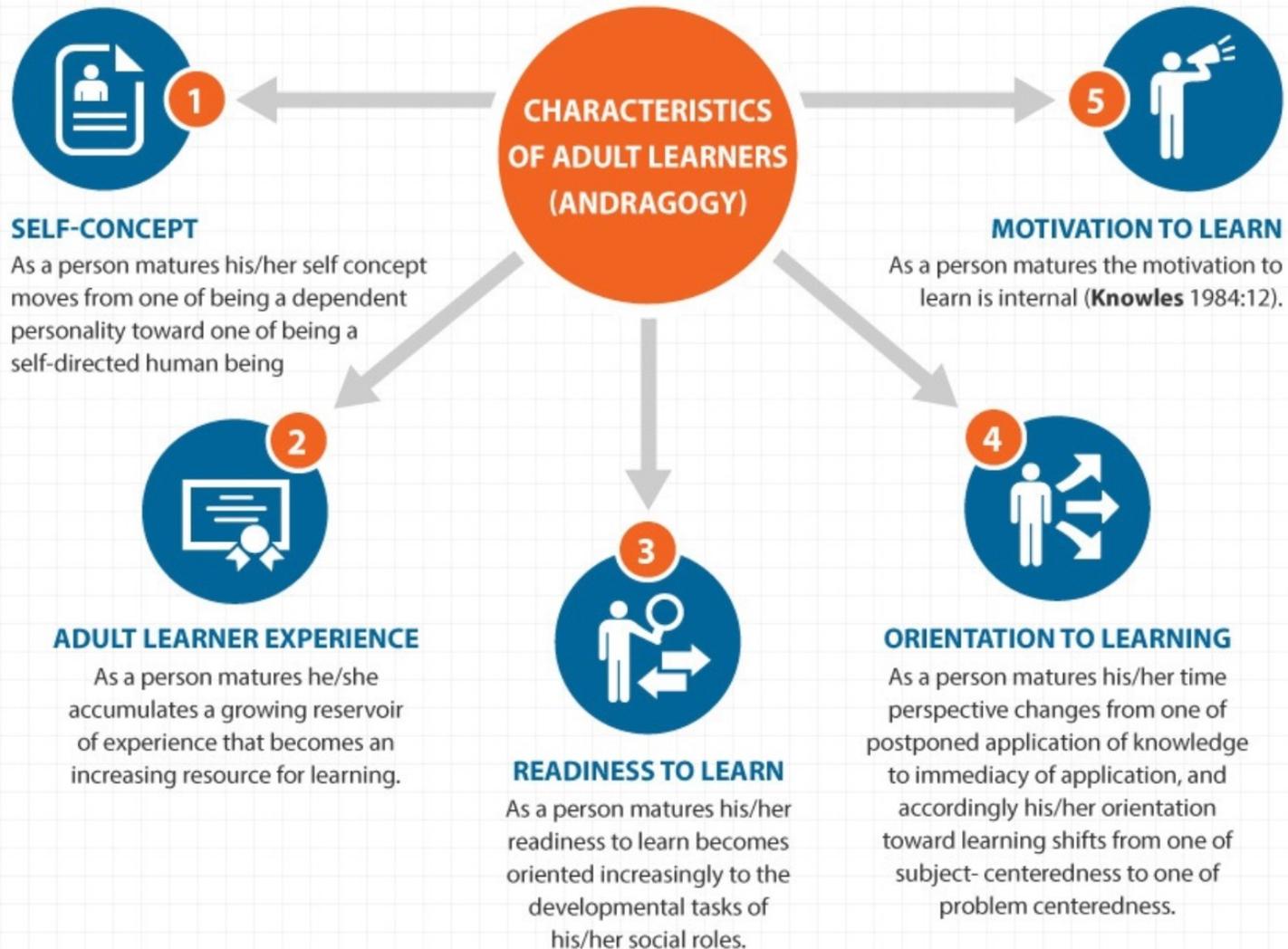


Images from [Storyblocks](#)

(Akhbari Ziegler & Hadders-Alagra, 2020, p. 572)

5 ASSUMPTIONS OF ADULT LEARNERS

In 1980, **Knowles** made 4 **assumptions** about the **characteristics of adult learners (andragogy)** that are different from the assumptions about the characteristics of child learners (pedagogy). In 1984, **Knowles** added the 5th assumption.



Early Intervention Adult Learning Principles

Immediately
Relevant and
Useful

Prior
Knowledge &
Experience

What, Why, &
How

Active
Participation &
Practice

Practice in
Context & Real
Time

Reflection &
Feedback

EI Adult Learning Principle #1

Parents learn best when what is being learned is **immediately relevant and useful** to them.



Image from Pxhere.com, CC0

How do you find out what is most relevant and useful to the family?
When do you ask this? What questions do you ask?

(Childress, 2021; Knowles, Holton, & Swanson, 2012; Trivette et al. 2009)

EI Adult Learning Principle #2

Parents learn best when **new knowledge is built on prior knowledge and experience.**



How can you find out about a parent's prior knowledge or experience related to addressing a child's target skill?

Culturally Sustaining Practices for Virtual Visits

- Find out what is most important to the family and how it relates to their cultural values and beliefs
- Ask to observe and encourage the parent to “take you along”
- Ask about what the caregiver knows and has already tried before giving suggestions

EI Adult Learning Principle #3

Parents learn best when they **understand what they are learning, why it is important, and how to use it.**



(Childress, 2021; Knowles, Holton, & Swanson, 2012; Trivette et al. 2009)

Culturally Sustaining Practices for Virtual Visits

- Spend time learning about the family's home culture through conversation.
- Make sure information is available in the family's home language
- Use specific language to describe the strategy and how it can be used

Culturally Sustaining Practices for Virtual Visits

- Do some research about communication styles and tailor your check in questions to the family's cultural practices
- Connect the strategy to existing parent-child interactions and family activities
- Include important others in the learning process (siblings, grandparents, neighbors)

EI Adult Learning Principle #4

Parents learn best when through **actively participating and practicing** what they are learning.



Father and daughter by Kim Davies, CC BY-NC-ND 2.0

EI Adult Learning Principle #5

Parents learn best and remember best when what they are learning is **practiced in context and in real time.**



img-3929 by Casar Rincon, CC BY 2.0

What kind of activities or routines have you observed or participated in during your visits lately?

(Childress, 2021; Knowles, Holton, & Swanson, 2012; Trivette et al. 2009)

Culturally Sustaining Practices for Virtual Visits

- Find out about cultural variables related to parent roles, play, and developmental expectations
- Observe parent-child interactions in play and caregiving routines
- Adapt strategies to fit with the family's typical activities, interactions, and ways of being
- Use culturally relevant, familiar materials already found in the home
- Tap into the interpreter as a cultural mediator if needed

EI Adult Learning Principle #6

Parents learn best and remember best when they have **opportunities to reflect and receive feedback on their learning and performance.**



Culturally Sustaining Practices for Virtual Visits

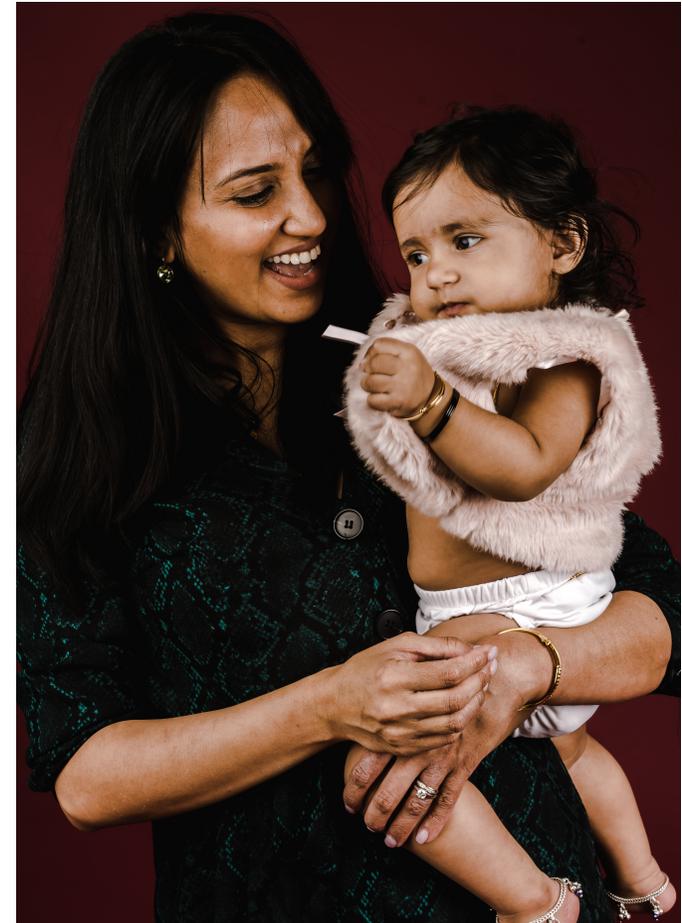
- Learn about the cultural expectations about feedback
- Seek to understand cultural hierarchies
- Explain how reflection and feedback work to the interpreter before the visit
- Help the parent understand why you are asking reflective questions and seeking feedback
- Use specific language that provides feedback on your observations

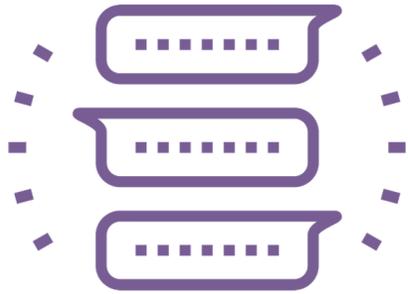
Circumstances can arise in which a cultural chasm can develop between an early childhood intervention practitioner and a family due to lack of information, knowledge, or understanding.



Let's Practice: Meet Chelsea, Saanvi, & Hasina

- Chelsea, an OT, is working with Saanvi and his mother, Hasina on feeding.
- Saanvi's IFSP Outcome: Learn to use utensils to feed herself
- Chelsea tried to coach Hasina to use strategies to help Saanvi hold a spoon and bring it to her mouth, but Hasina usually fed Saanvi herself.
- Chelsea was frustrated, unsure why this was an IFSP outcome if the family doesn't want to work on it.





Let's Chat!

What are your initial impressions of this visit?

How would you describe the coaching?
Why is it not successful?

Which adult learning principles are being illustrated here?

How is this visit culturally responsive and sustaining? Why or why not? What information seems to be missing here?

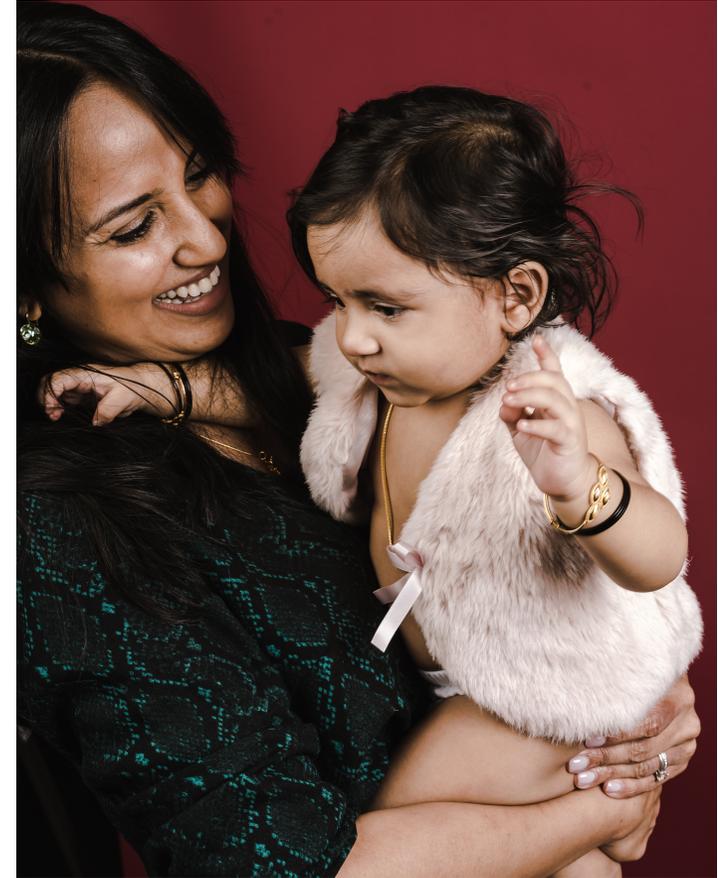
Let's Practice: Meet Chelsea, Saanvi, & Hasina

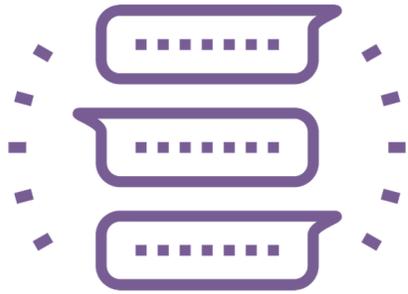
- Chelsea asks Hasina about how Saanvi's feeding is going and about her beliefs around feeding and how children learn to feed themselves in her culture.
- Hasina grew up with the belief that food should not be wasted. Children are not given utensils until they have the motor skills.
- She believes that Saanvi is too young to use a spoon. She shares that pinching food between your fingers is how adults and children eat and that is what she would like for Saanvi.



Let's Practice: Meet Chelsea, Saanvi, & Hasina

- After Chelsea observes Hasina feeding Saanvi, she coaches her using hand-over-hand support to teach her daughter how to pinch her rice to feed herself.
- Chelsea realized that the IFSP outcome is not culturally appropriate and schedules an IFSP review meeting so the IFSP, and intervention, reflect a culturally responsive and sustaining approach.





Let's Chat!

What are your initial impressions of this visit?

How would you describe the coaching?

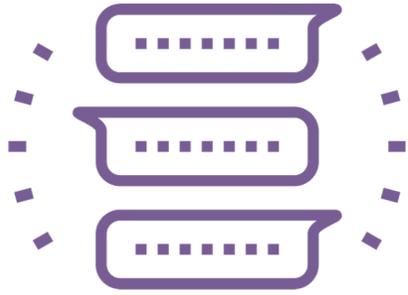
Which adult learning principles are being illustrated here?

How is this visit culturally responsive and sustaining?

What Does Equity in EI Feel Like for Families?

Families **feel...**

- valued for their strengths and contributions.
- their identities, home culture, and child rearing practices are respected.
- their voice is heard and appreciated.
- cared about and I care about others.
- their communities and selves are represented.
- comfortable and welcomed.
- confident and challenged to build their capacity in positive ways.
- empowered to achieve their goals and make informed decisions for their children.
- their family needs are met and that they can work to meet their own needs.



Let's Chat!

What's your key take-away?

Contact Us

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Upcoming Event



Ensuring Smooth EI Transitions

Wednesday, Sept. 14, 2022

This session highlights tips early intervention service coordinators and service providers can use to facilitate smooth transitions for families 1) when moving from EI to the special education system, and 2) when relocating from one EI program to another.

Continuing education credit will be available for this session!

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JUNE 2022

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This webinar has been approved for the following continuing education (CE) credits:

- 1.5 CE Early Intervention credits from the Early Intervention Training Program at the University of Illinois
- 1.5 CE credits for the Certified Family Life Educator (CFLE) program through the National Council on Family Relations
- A certificate of completion

Evaluation Link

Go to the event page for the evaluation and post-test link.

[Continuing Education](#)

Questions?

Email Robyn DiPietro-Wells:
OneOpEarlyIntervention@gmail.com

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