The National Research Council (2001) recommends that children with ASD engage in developmentally appropriate, planned services for at least 25 hours per week.

Caregiver-implemented intervention works by professionals coaching caregivers and caregivers working directly with children to facilitate children’s learning in daily routines.

Because caregiver-implemented intervention allows caregivers to naturally serve as their children’s teachers, it is possible for caregivers to use the strategies of caregiver-implemented intervention throughout the course of their day-to-day lives, facilitating engagement with their children across the recommended 25 hours per week within their daily routines (Woods & Brown, 2011).

We reviewed 10 studies on caregiver-implemented intervention models specific to infants and toddlers with or at risk for ASD. Influenced by common themes in the coaching literature (Friedman, Woods, & Salisbury, 2012; McWilliam, 2010; Rush, Shelden, & Hanft, 2003), we defined and examined five coaching components: 1) Caregiver-implementation 2) Building on caregiver’s competence 3) Guided practice 4) Collaborative/joint problem solving 5) Reflection

What does the small slice represent?

Which picture best represents caregiver-implemented intervention and coaching?

Results indicated the following:
- 5 out of 10 emphasized guided practice within coaching
- 5 out of 10 highlighted caregiver reflection
- 2 out of 10 emphasized building on caregivers’ competence
- 1 out of 10 addressed collaborative/joint problem solving
- 1 out of 10 highlighted all five of the listed coaching components

These results demonstrate the need for additional examination of coaching components in caregiver-implemented intervention models for young children with ASD to define clearly the coaching process and solidify coaching practices in early intervention.

What are the Coaching Components?

Professionals support caregivers to take the lead in interactions with their children as the facilitators of their children’s learning opportunities.

Professionals support caregivers based on what the caregivers already do well within their natural routines with their children.

Professionals support caregivers by allowing caregivers to actively engage in using strategies with their children and providing more or less assistance to caregivers, as needed.

Professionals support caregivers by working together to mutually think of and agree upon strategies and solutions.

Professionals support caregivers by providing them with the opportunity to actively think about and discuss their experience and practice.

References


Kimberly A. Resua & R. A. McWilliam
Department of Special Education & Multiple Abilities, The University of Alabama

The Family’s Week

Caregiver-Implemented Intervention

What does the small slice represent?

Which picture best represents caregiver-implemented intervention and coaching?

What are the Coaching Components?

Professionals support caregivers to take the lead in interactions with their children as the facilitators of their children’s learning opportunities.

Professionals support caregivers based on what the caregivers already do well within their natural routines with their children.

Professionals support caregivers by allowing caregivers to actively engage in using strategies with their children and providing more or less assistance to caregivers, as needed.

Professionals support caregivers by working together to mutually think of and agree upon strategies and solutions.

Professionals support caregivers by providing them with the opportunity to actively think about and discuss their experience and practice.