

SS-OO-PP-RR Coaching Framework

Brief Description of Components

The four components, Setting the Stage, Observation and Opportunities to Embed, Problem Solving and Planning, and Reflection and Review, identified by the acronym SS-OO-PP-RR, provide a framework for integrating the principles and practices of Family Guided Routines Based Intervention (FGRBI) during home visiting with family members and other caregivers. Each SS-OO-PP-RR component is briefly described below to introduce you to the process..

Setting the Stage (SS)

Setting the Stage is more than a friendly exchange of greetings at the onset of the home visit. During Setting the Stage, the collaborative partnership between the early interventionist (EI) and the caregiver is established to promote the caregiver's role of active participation and decision-making throughout the session.

When Setting the Stage for the visit, the EI encourages caregiver reflection on updates about the family and the child's outcomes, asks questions, and reflects on strategies and routines that are working and others that may be difficult. The EI listens, offers information, facilitates problem solving strategies to address family questions or priorities, and with the caregiver, addresses any changes or modifications the family desires. Introducing and discussing material before practicing the content in routines is associated with better outcomes for children and families (Dunst & Trivette, 2009).

The EI and caregiver collaborate on the identification of targets, activities, routines, and strategies that the caregiver will embed during the session. Studies have also shown that giving adults input into what they are learning increases their motivation and ability to acquire new skills (Merriam & Baumgartner, 2020).



Observations & Opportunities to Embed (OO)

Observation occurs when the provider actively watches the caregiver and child interact in a routine without offering coaching or feedback. By stepping back to observe, the provider reminds caregivers that the goal of intervention is to support their interactions with the child. The caregiver leads the routine/activity with the child, allowing the provider to assess how consistently and accurately the caregiver uses evidence-based (EB) intervention strategies and how the child responds. The provider uses the information to build on strategies the parent is already using and to identify additional interaction and intervention strategies that will have the most significant impact on child outcomes while minimizing change to family routines.

Opportunities to Embed targets using strategies in real-world contexts with coaching from the provider are essential to the parent's ability to independently use teaching strategies with the child. Parents, like all adult learners, benefit from repetition, explicit feedback in the context in which they are learning, and supports that decrease as they become more comfortable and skilled using a new strategy. Opportunities to Embed increase interaction with the child to enhance the caregiver's competence. In this component, the provider intentionally and systematically arranges for caregivers to embed evidence-based strategies in routines and activities with their child. The provider also directs the caregiver's attention to the child's responses. The provider's role and the coaching strategies used will vary across routines and child outcomes. However, there should be multiple opportunities for the caregiver and child to interact and receive coaching and feedback during each routine, and multiple routines should be practiced in most sessions.

Problem Solving and Planning (PP)

Problem Solving is not necessarily an exchange unique to a “problem” or challenging situation. It refers to a verbal exchange between the parent and provider that serves to gather information, discuss and evaluate the ideas and options to develop or revise an action plan. It is a coaching strategy that encourages caregivers to think and talk about what they are doing and how the child is learning with the intention to improve or increase participation. When Problem Solving, caregivers share their knowledge of the child, their priorities, and their experiences of what works best for their family. The caregiver also gains new information by brainstorming options, discussing the pros and cons of the possibilities, and formulating plans with the provider. Taking the ideas generated and forming specific plans encourages caregivers to act on their decisions.

Both Problem Solving and Planning use the parent’s metacognitive skills, that is, their ability to think and talk about what they are learning and doing (Knowles, Holton, & Swanson, 2005). Guiding adults’ use of reflection and evaluation of their child’s targets, intervention strategies, and routines or activities helps increase their ability to use, retain, and generalize new skills (Dunst & Trivette, 2009). In this component, the focus is on ensuring there is a match between the intervention strategies the caregiver is using to embed the intervention, the child’s targets, and the routines and activities. Problem Solving throughout the session, but especially at the end of each routine and prior to the provider’s departure, offers opportunities to try out the plan to ensure the caregiver feels competent and confident in its feasibility. Planning provides support for deliberate and systematic practice throughout the family’s daily activities as they occur.

Reflection and Review (RR)

Reflection and Review are inter-related. We encourage the use of Reflection to inform the review process. Reflection is a useful coaching strategy to motivate caregivers to think and talk about what they are seeing and doing with their child to intentionally support learning. Reflection builds confidence and autonomy when the provider supports the caregiver through open-ended questions and encouraging comments to discuss what has worked, what is happening now, and what the caregiver wants to do next. Reflection is key to caregivers’ understanding of their knowledge and skills as they build capacity for participation in both child and family outcomes and occurs in all components of SS-OO-PP-RR.

When Reviewing, caregivers identify what they have discussed, practiced, and experienced during the home visit that will help them organize knowledge in their framework to facilitate retrieval and application. The provider listens carefully to the caregiver’s descriptions and provides additional support as needed. Reviewing ensures the caregiver and provider are on the “same page” about family priorities, what will occur between visits, and what the plan is for the next visit. The process clarifies the plan and helps the caregiver retain and systematize what, how, when, and where the intervention will occur throughout the day.

When caregivers lead the review process rather than the provider, they use their own words to relate it to their everyday experiences. They describe how they participate and how they will know the intervention is working as their child participates. Review supports the caregivers' retention of the information and their commitment to action and informs the provider's documentation.



SS - Setting the Stage

- Gather updates & share information
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- Review family priorities
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- Develop a session plan



OO - Observation & Opportunities to Embed

- Observe caregiver-child interaction in routines
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- Use coaching strategies matched to caregiver-child outcomes
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- Provide general and specific feedback



PP - Problem Solving & Planning

- Problem solve and reflect on intervention strategies
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- Expand opportunities and contexts to practice



RR - Reflection & Review

- Promote caregiver reflection on what and how it is working
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- Review session and develop plans for next steps

Implementing FGRBI Using SS-OO-PP-RR Coaching

FGRBI

SS-OO-PP-RR

	Family Centered, Individualized, Culturally Responsive Supports	Everyday Routines, Activities, and Places	Functional, Participation Based Outcomes	Embedded, Evidence-Based (EB) Intervention
Setting the Stage	Listen to the family as they share updates, ideas, and identify their choices and priorities for the visit.	Establish and specify the family identified routines, activities, places, and partners to support learning.	Prioritize caregiver and child’s functional outcomes that support meaningful participation.	Discuss EB strategies that are working well, the pros and cons of others to try, and how and when to embed them.
Observation and Opportunities to Embed	Discuss and observe what the family does, how they do it, what they enjoy, and what they believe is important and relevant for their plan.	Observe the caregiver-child participating in routines. Comment on strengths and identify opportunities for embedding.	Coach caregiver to increase participation on identified targets and measurable steps to increase engagement and independence.	Coach caregiver to use EB strategies which match the child’s learning and promotes caregivers’ ability to teach new skills and support child participation.
Problem Solving and Planning	Problem solve and engage in planning for the caregivers’ current priorities and the next steps between visits.	Brainstorm how to expand participation or add repetition in current routines meaningful to the family.	Discuss what is working (and not) for the child and caregiver and discuss steps to revise or expand targets to achieve.	Promote caregiver decision-making on the systematic use of EB strategies for targets in each routine and throughout the day.
Reflection and Review	Reflect/review with the caregiver on strengths and possible challenges if plan matches their priorities and additional supports needed, if any.	Review plan for expansion to new, diverse routines with other partners or places for generalization.	Reflect/review on action plan linking current targets/ skills to long-range outcomes. Review the sufficiency of support for learning.	Review/reflect on how the strategies are working, what progress looks like, and what the backup plan should be if needed.

References

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