

## **The parent runs the marathon: coaching from the startline**

Early intervention with deaf children needs to be ever-evolving, just like technological advances that allow a deaf child to access the quietest of speech sounds. Early intervention is associated with improved outcomes when working with deaf babies and preschool children. Similarly parental engagement has long been documented as leading to positive outcomes in language acquisition of deaf children (Calderon, 2000; DesJardin, et al., 2006; Zaidman-Zait et al, 2017) but we need to go beyond mere parental 'involvement'. We need to find ways to enable parents to confidently take forward the strategies being suggested by the therapist/teacher. When parents are running a marathon involving a new training regime of facts, strategies and mental endurance, we need to look at how we can coach them right from the startline. What qualities do we need as a coach?

This workshop will focus on the use of specific parent-coaching techniques in early intervention by using the Therapist-Parent Interaction Coding System (TPICS) by Barnett et al. (2014): a coding system used to evaluate therapists' coaching techniques. This will be presented in the context of the latest evidence-based practice in the use of adult-coaching in early intervention and delegates will have an opportunity to explore different adult learning styles that form the basis for effective coaching. We will look at how we can best empower parents and adapt the way that messages are delivered to enable greater understanding and engagement in their child's early intervention programme.