

# AT-A-GLANCE EVIDENCE-BASED

## Early Childhood Intervention

- What research do I have to support the practices that I use?
- How is the research relevant to children from birth to 3 years of age?
- How do I use and integrate evidence-based information about all domains of child development into my discipline-specific knowledge?
- How does the research take into consideration the importance of parent/caregiver-mediated intervention and everyday contexts?
- How do I vary my treatment methods or strategies with children/families are based on current research and the child/family needs, activity settings, and priorities?
- How am I using the Mission and Key Principles for Providing Services in Natural Environments as part of my everyday practice?

## Parent and Parenting Support

- Parent Support
  - What is my knowledge about resource-based practices?
  - What is my knowledge of formal and informal community resources?
  - How do I build the family's capacity to identify, access, and evaluate resources rather than giving or procuring needed resources for them?
  - How do I know that I am building parent/teacher capacity vs. creating dependence on me?
- Parenting Support
  - What basic, evidence-based knowledge do I have regarding typical parenting needs for support?
  - What evidence do I use for providing parenting supports?
  - How do I implement evidence-based parenting supports as part of my regular practice?

## Adult Learning/Interaction Style

- What do I know about evidence-based adult learning methods?
- How do I use this information to support the adults in the child's life rather than only focusing on working directly with the child?
- What methods and strategies do I use to build parent capacity to achieve their desired outcomes?
- What is the evidence to support the methods and strategies I am currently using to support the adult learners in the child's life?
- How do I gather information about the adults' learning styles, preferred interaction methods, and cultural influences?
- How do I use this information about adult preferences within the context of our interactions?

## Developing Answerable Questions

- General knowledge questions
  - Who, what, when, why, where, and how
  - Related to a specific condition, diagnosis, or behavior (e.g., which children are likely to have speech delays?)
- Foreground questions
  - Target population, problem, or issue
  - Intervention and alternate intervention
  - Outcome of interest (e.g., In children under three years of age with Down syndrome, does parent-mediated responsive teaching during everyday activities or neurodevelopmental treatment (NDT) in a clinic work better to produce improved function in everyday activities at home?)

## Finding the Best Evidence to Answer the Question

- What kind of information am I seeking?
  - Synopsis
  - Synthesis
  - Original research studies
- What are reliable sources?
  - National Centers
  - Professional Organizations
  - Electronic databases
  - Online versions of journal articles
- How am I being a good consumer of the research?
- How am I making time to read and stay current?

## Appraising the Evidence

- How am I appraising the evidence?
- How does the appraisal criteria I am using match appraisal guides or recommendations?
- How am I identifying ways that I can improve my appraisal skills?
- How am I determining whether the evidence is applicable to the child/family situation?
- For questions with intervention options, how am I researching the prognosis without treatment or with alternative treatments?

### Integrating the Evidence, Experience, and Family Values

- How do I encourage family members to share their feelings, opinions, values, and experience?
- How do I share evidence and professional experience free of personal opinions or biases?
- How am I providing information about the effectiveness of the intervention/treatment in reaching family-identified goals?
- How do I discuss (e.g., helping families weigh the pros and cons) side effects or potential harm, including cost, time, parent time away from family/other commitments, etc.?
- How am I building the parents' capacity to make decisions for the child/family considering the evidence?

### Evaluating the Effectiveness of the Process

- How often am I developing questions to looking for evidence to substantiate my practices?
- How am I improving my ability to match questions with resources for answers?
- How am I improving my familiarity with search strategies and use of keywords in electronic databases?
- How am I identifying ways to improve my search strategies?
- How am I assisting families to be strong consumers of evidence-based information?
- How am I supporting/challenging my colleagues and my profession to be evidence-based?

### Self-Assessment

- What did the person learn and/or change as a result of this conversation?
- How did this interaction build the other person's knowledge and skills for the current and future situations?
- How did this interaction compare to others with this person?
- What will I do similarly in future coaching interactions?
- What will I do differently in future coaching interactions?

### Plan with the Coachee

- What is my plan related to the continued use of evidence-based practices in terms of what I want to continue to improve or do differently?
- What additional supports do I need?
- When should I revisit my plan?

#### Sources for Coaching:

Rush, D., & Shelden, M., (2011). *Early childhood coaching handbook*. Baltimore, MD.: Paul H. Brookes.

#### Sources for Evidence-Based Practice:

Hansen, L. (2010). Sources of information about evidence-based practices. *CASEmaker*, 5(1), 1-6. Available at [http://fipp.org/static/media/uploads/casemakers/casemakers\\_vol5\\_no1.pdf](http://fipp.org/static/media/uploads/casemakers/casemakers_vol5_no1.pdf).

Straus, S., Richardson, W.S., Glasziou, P. & Haynes, R.B. (2005). *Evidence-based medicine: How to practice and teach EBM (3rd ed.)*. Edinburgh: Churchill Livingstone. 4th Ed.: 2011