

Making Your Family Visit the Best Possible: Using Participation-Based Intervention

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Natural Environments Project

- Family was chosen from current caseload
- Information was gathered from family
 - Neighborhood Map or
 - Routines-Based Interview
- Videotape recorded implementation of one activity during a family visit

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Example of Community Map



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Example of Community Map

-By Felicia Webster



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Home Visiting

- Home visiting has been used as an intervention strategy since the early 1900's
- Used for a variety of purposes
- Used across a variety of programs today – public health, abuse-neglect prevention, developmental stimulation for at-risk children (e.g., Early Head Start, PAT's), home-health care for homebound "clients"
- Is generally effective in attaining results when provided by well-trained lay home visitors or professionals

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Home Visits versus Family Visits

- Home visiting models focus on teaching something (e.g., health information; physical exercise) in the setting of the individual's home (setting-provided)
- Family visits focus on providing support and assistance to the family so that the family may accomplish desired outcomes, goals, results (participation-based)

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Characteristics of Visits		
	Setting Provided Services	Participation-Based Services (Natural Learning Opportunities)
Purpose	Provide intervention service (e.g., teaching, therapy) in order to assist a child to 1) learn a skill identified as an outcome or objective on the IFSP or 2) address specific needs (e.g., maintain range of motion in the body joints; visual exercises to train use of residual vision)	Provide intervention service (e.g., teaching, therapy) in order to 1) assist a child to participate as fully and independently as possible in an activity or routine; 2) acquire new skills within the context of naturally occurring activities and routines; or 3) address specific needs related to child's disability
Location	Home, childcare program, or other community setting	Home, childcare program, or other community setting
Activity	Provider (e.g., teacher, therapist) designs an activity that will provide child opportunities to learn or perform desired skill and implements the activity with the child using materials needed for the activity	Activities and routines in which the child/family participate are used as a context for adaptations to promote participation and interventions to promote learning opportunities. Specific activities are not designed and used by the provider.
Role of the Provider	Interacts directly with child, or with child and caregiver together, engaging the child in the specially-designed activity so that the child can have opportunities to learn or practice a desired skill	Interacts with and engages the caregiver; supports the caregiver in interacting with the child and using strategies (interventions) that will promote opportunities for child learning and practice of desired skills within the context of family activities & routines; designs, fabricates, or helps family acquire adaptations, including low-to-high assistive technology devices
	Provider is a direct interventionist, providing hands-on intervention with the child.	Provider is a consultant or coach to the family, using strategies such as coaching, modeling, guidance, etc. to promote the caregiver's success with the child.
Role of the Caregiver	Observer of what the provider is doing with the child; may practice implementing the same strategies with the provider present to support caregiver	Interacts directly with the child with the facilitation and support of the provider

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Types of Family Visits

- Activity-based: provide assistance to family
- Discussion-based: provide support & guidance to family
- For this analysis, we only focused on activity-based visits

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Sample

- Original sample: 65 videotaped family visits
 - 7 videotapes did not include an activity with the target child
 - 8 videotapes were 4 minutes or shorter
- Sample coded: **50 videotaped family visits**

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Family Visitor Characteristics

- **Degree area**
 - OT (25%)
 - PT (17.5%)
 - SLP (15%)
 - Education (27.5%)
 - Psychology/Social Work (10%)
 - Other (7.5%)
- **Education**
 - High School Diploma (2.3%)
 - Bachelor's Degree (44.2%)
 - Master's Degree (53.5%)
- **Gender**
 - Female (95.6%)
 - Male (4.4%)
- **Ethnicity**
 - Caucasian (72.1%)
 - African American (18.6%)
 - Latino/Hispanic (4.7%)
 - Asian (2.3%)
 - Other (2.3%)
- **Years of Experience**
 - Average total experience: 8.81 years
 - Average experience in EI: 3.10 years

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Measurement Tools

- Natural Environments Rating Scale (Custom-designed; Campbell & Sawyer, 2004)
- McBride-Peterson Home Visiting Observation Form (McBride & Peterson, 1997)

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Natural Environments Rating Scale
Philippe H. Campbell & Brook Sawyer, Child & Family Studies Research Programs
Thomas Jefferson University, 5th Floor Edison, 130 S. 9th St., Philadelphia, PA 19107 215-503-1602

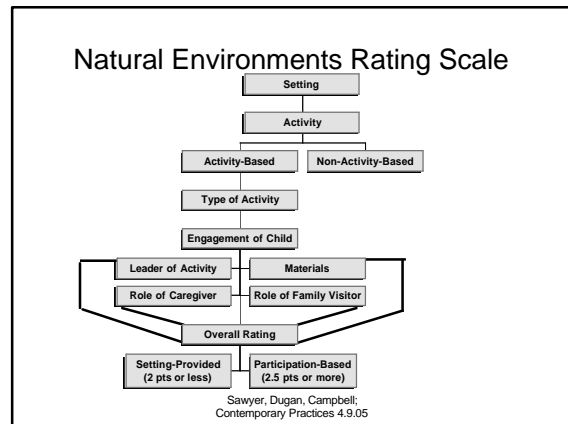
SETTING	(Please check applicable setting(s))
Room in the child's home	<input type="checkbox"/>
Area adjacent to the home (e.g., backyard play area)	<input type="checkbox"/>
Area in the child's/family's neighborhood (e.g., library; rec center; playground; walks in neighborhood)	<input type="checkbox"/>
Recreational setting selected and used by family (e.g., gym/boree; Y swim program; health club)	<input type="checkbox"/>
Community setting selected and used by family (e.g., church; restaurants; stores; mall)	<input type="checkbox"/>
Transportation (e.g., car; bus - public)	<input type="checkbox"/>
Child care program	<input type="checkbox"/>
Other:	<input type="checkbox"/>
ACTIVITY	(Please check applicable activity)
Child/family visitor, child/caregiver, or child/caregiver/family visitor are engaged in an activity in which the child's participation is being facilitated or child learning strategies are being embedded.	<input type="checkbox"/>
An activity is going on with the child but the caregiver/family visitor are engaged in a discussion that is not related to the way in which the participants are interacting in the activity	<input type="checkbox"/>
* Caregiver/family visitor are engaged in discussion, and NO specific activity is occurring with the child.	<input type="checkbox"/>
* There is NO meaningful interaction (either physical or verbal) between any of the participants.	<input type="checkbox"/>

* If there is no activity occurring, discontinue coding here.

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TYPE OF ACTIVITY		(Please check applicable activities)	
Participation in Activity/Routine outside the home: (e.g., participating at a restaurant; participating in story time during child care; riding in the car)			
Self-Care - Eating, Bathing, Dressing			
Playing with toys or other materials by self, with caregiver, with other children			
Motor activities (e.g., swinging; crawling/climbing)			
Socializing with other children			
Communication skills			
Other: _____			
ENGAGEMENT OF CHILD		(Please circle appropriate response)	
How engaged is the child in the activity?		Not engaged	Somewhat engaged
		Very engaged	
LEADER OF ACTIVITY		(Please circle appropriate response)	
Who initiated the activity?		Family Visitor (0)	Caregiver (1)
		Child (1)	
MATERIALS		(Please circle appropriate response)	
Can the materials used in the activity be found naturally in the setting?		No - unnatural (0)	Yes - natural (1)
ROLE OF CAREGIVER		(Please circle appropriate response)	
What is the role of the caregiver in the activity?		Not Present (0)	Observer (0.5)
		Directly interacting with child (1)	
ROLE OF FAMILY VISITOR		(Please circle appropriate response)	
What is the role of the family visitor in the activity?		Passive Observer (no interaction) (0)	Active Observer (limited conversation with child and/or caregiver) (0.5)
		Directing activity with child (0)	Facilitating activity between caregiver and child (1)
OVERALL RATING			
Given the ratings above, the overall intervention was:		Setting-Provided (2 pts or less)	Participation-Based (2.5 pts or more)

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Natural Environments Rating Scale

- Used to expand the descriptive information about the family visits and identify the extent to which the activity reflected either setting-provided or participation-based service approaches.
- 8 constructs:
 - Setting
 - Nature of Activity
 - Engagement of Child
 - Leader of Activity
 - Materials
 - Role of Caregiver (Parent)
 - Role of Family Visitor
 - Overall Rating (Setting-provided or Participation-based)

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Natural Environments Rating Scale

- Setting** (Can check more than one)
 - Room in Child's Home
 - Area adjacent to home (e.g., backyard)
 - Area in family's neighborhood (e.g., library, playground)
 - Recreational setting (e.g., gym/boree)
 - Community setting (e.g., church, restaurant)
 - Transportation
 - Child care program
- Activity**
 - Child/FV, Child/Caregiver, Child/Caregiver/FV engaged in activity
 - Activity occurring with child but caregiver/FV engaged in unrelated discussion
 - Caregiver/FV engaged in discussion; no activity occurring with child
 - No meaningful interaction b/w any of the participants

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Natural Environments Rating Scale

- Type of Activity** (can check more than one)
 - Participation in activity/routine outside of home
 - Self-care
 - Playing with toys or other materials
 - Motor activities
 - Socializing with other children
 - Communication skills
 - Other
- Engagement of Child**
 - Not engaged
 - Somewhat engaged
 - Very engaged

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Natural Environments Rating Scale

- Leader of Activity**
 - Family visitor (0 pts)
 - Caregiver (1 pt)
 - Child (1 pt)
- Materials**
 - Natural (1 pt)
 - Unnatural (0 pts)
- Role of Caregiver**
 - Not present (0 pts)
 - Observer (0 pts)
 - Directly Interacting with Child (1 pt)
- Role of Family Visitor**
 - Passive Observer (0 pts)
 - Active Observer (0.5 pts)
 - Directing Activity with child (0 pts)
 - Facilitating activity b/w caregiver and child (1 pt)
- OVERALL RATING**
 - Setting-provided (2 points or less)
 - Participation-based (2.5 points or more)

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What did our 50 tapes look like on the Natural Environments Rating Scale?

- **Where did visits take place?**
 - Room in child's home: 86%
 - Area adjacent to home: 6%
 - Area in family's neighborhood: 8%
- **What activity(ies) occurred in visit?**
 - Self care: 24%
 - Playing with toys: 42%
 - Motor activities: 34%
 - Communication skills: 24%

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What did our 50 tapes look like on the Natural Environments Rating Scale?

- **How engaged was the child?**
 - Not engaged: 4%
 - Somewhat engaged: 38%
 - Very engaged: 58%
- **Who was the activity leader?**
 - Family visitor: 66%
 - Caregiver: 22%
 - Child: 12%
- **What kind of materials were used?**
 - Unnatural: 4%
 - Natural: 96%

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What did our 50 tapes look like on the Natural Environments Rating Scale?

- **What was the role of the caregiver?**
 - Not present: 4%
 - Observer: 44%
 - Directly interacting with child: 52%
- **What was the role of the family visitor?**
 - Passive observer: 8%
 - Active observer: 12%
 - Directing activity: 58%
 - Facilitating activity: 22%

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What did our 50 tapes look like on the Natural Environments Rating Scale?

BOTTOM LINE

- Setting-provided: 70%
- Participation-based: 30%



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Let's View Examples!

- Engagement of Child
- Leader of Activity
- Materials
- Role of Caregiver
- Role of Family Visitor



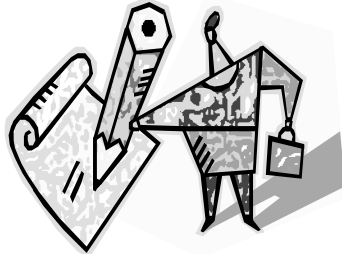
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Let's Practice!



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Let's Practice A Second Time!



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McBride-Peterson Home Visiting Observation Form

- Used to describe the frequency of 4 components of intervention:
 - Intervention Partners (who was involved in the interaction)
 - Content of the Interaction (what occurred during the interaction)
 - Role of the Home Visitor (HV)
 - Role of the Parent

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McBride-Peterson Home Visiting Observation Form

- **Category 1: Intervention Partners**
 - Home Visitor and Parent Combination (sometimes includes sibling)
 - Parent and Child Combination (sometimes includes sibling)
 - Home Visitor and Child Combination (sometimes includes sibling and/or other adult)
 - Home Visitor, Parent, and Child Combination (sometimes includes sibling and/or other adult)
 - Other
 - No Interaction (one person)

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McBride-Peterson Home Visiting Observation Form

- **Category 2: Content of Interaction**
 - **Discussion of Child** (e.g., developmental level, progress, physical health, special care-taking needs, assessment results)
 - **Discussion related to other family members or child within the context of family** (e.g., marriage, employment, family needs, relationships)
 - **Discussion of specific services** (i.e., services the family needs and/or currently receives)
 - **Reference to administrative issues** (e.g., scheduling services/visits, general explanations of services, special education system, IFSP, roles of professionals)
 - **Explaining** (e.g., explaining lesson plan to parent, discussion of goals/objectives, suggestions from the HV about activities for parent/child, planning for next session, etc.)

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- **Organized play activity** (the only interactions that were fully coded by the NE rating scale) (e.g., feeding, playing with dolls or blocks, reading a book)
- **General conversation** (discussions not included in topics above; may include discussion of things like shopping or what is happening in general)
- **Transition** (activities are changing during the session)
- **No Interaction** (one person)
- **Technical Problem** (camera problem)

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McBride-Peterson Home Visiting Observation Form

- **Category 3: Role of Home Visitor**
 - **Directive** (home visitor is directing an activity with child; HV initiates activity)
 - *Sensitive* (interacts with child so direction is well-paced, interactive, and may include child choice)
 - *Insensitive* (child has limited-to-no choices, limited opportunities to respond, HV seems intrusive)
 - **Facilitative** (HV facilitates child's play by joining, imitating, or following child's lead; activity initiated by child)
 - *Sensitive* (HV actively engaged with child; e.g., reinforces, models, parallel plays)
 - *Insensitive* (HV very passive and mainly observes child, making few comments about what child is doing)

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- **Modeling** (HV models for parent while HV primarily interacting with child; e.g., narrating interacting, providing references, commenting on child's skill)
- **Supportive** (HV supporting parent while parent primarily interacting with child; e.g., providing encouragement, suggestions, comments on child's response, and reinforces parent-child interactions)
- **Observing** (HV observing adult-directed activity)
- **Reciprocal Interaction** (HV provides/asks for information and parent responds)
- **Listening** (HV receives information)
- **Technical Problem**
- **Transition**
- **No Interaction**

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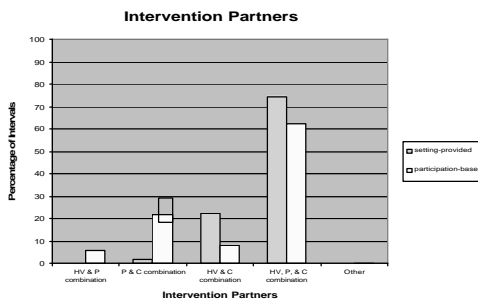
McBride-Peterson Home Visiting Observation Form

• Category 4: Role of Parent

- **Interacting with child** (child is responding to initiations)
- **Watching home visitor/child dyad or other interactions**
- **Interacting with home visitor** (exchanging information, asking questions)
- **Interacting with sibling**
- **Interacting with other adult**
- **Technical Problem**
- **Transition**
- **No Interaction**

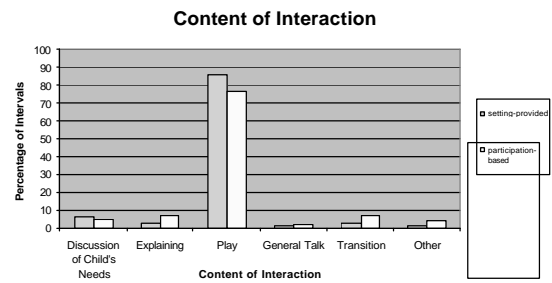
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What did our 50 tapes look like on the McBride-Peterson Home Visiting Observation Form?



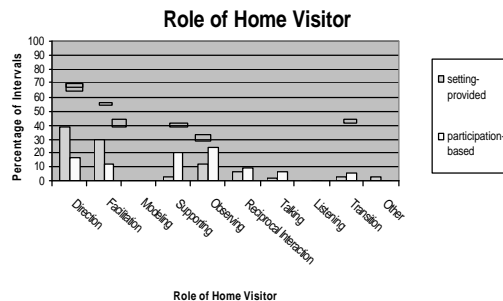
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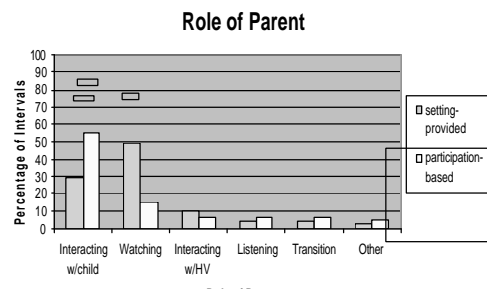
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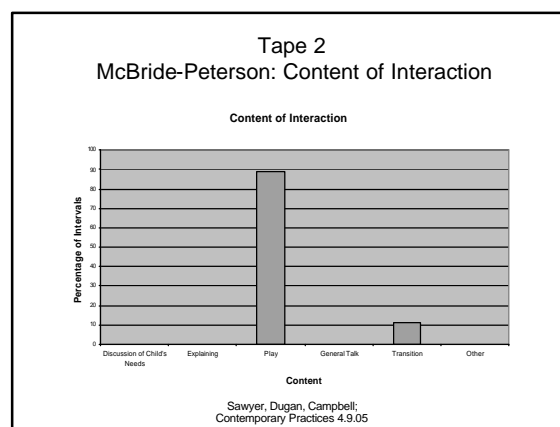
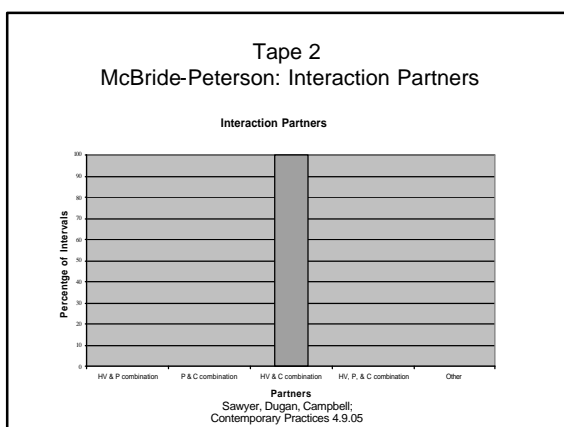
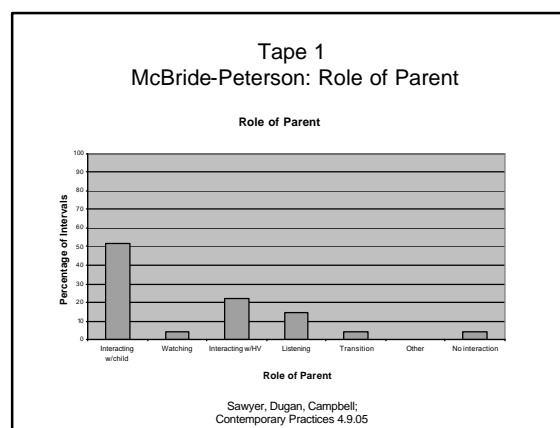
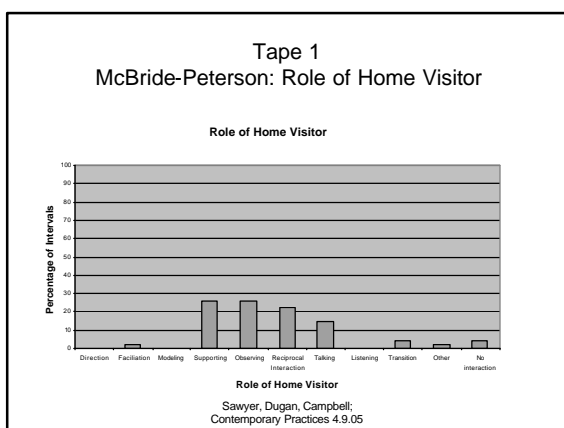
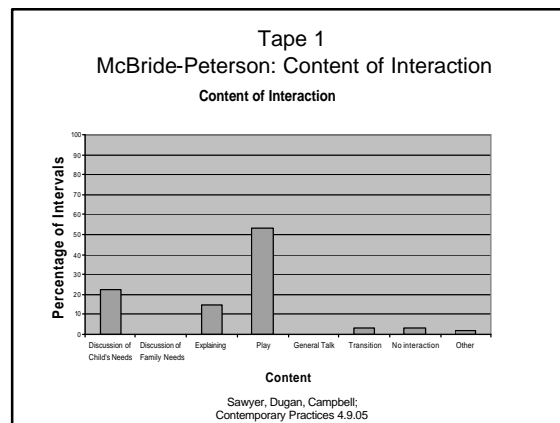
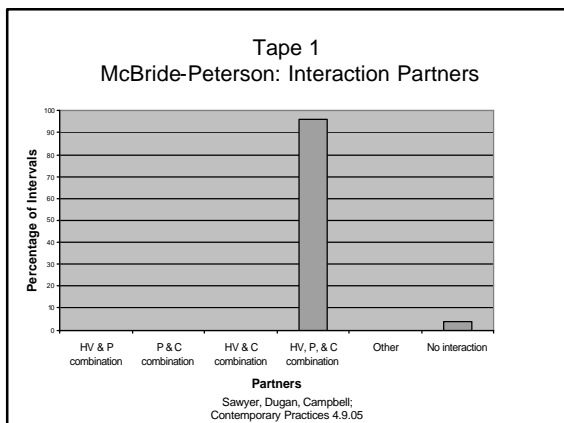


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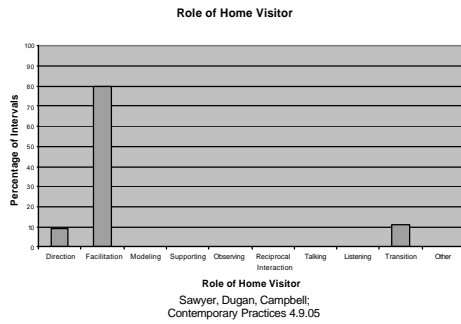
What did our 50 tapes look like on the McBride-Peterson Home Visiting Observation Form?



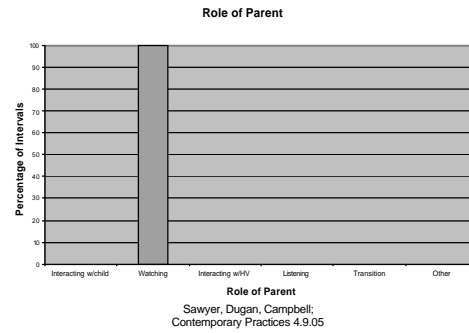
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Tape 2
McBride-Peterson: Role of Home Visitor



Tape 2
McBride-Peterson: Role of Parent



Let's Discuss!



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