

## Introduction to Early Intervention in Philadelphia

Providing Family-Centered Participation-Based Services within  
Everyday Activities and Routines Using a Transdisciplinary  
Approach



## What are children learning?



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## Participation-Based Services



- What are the outcomes/purpose of participation-based services?
- Who provides them?
- How are they delivered?
- What are the benefits for children?
- What are the benefits for families?
- What are the challenges for EI staff?

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## Principles of Family-Centered Participation-Based Service

- Based in family activities and routines
- Improve family activities & routines that are not going well
- Promote developmental competence by using learning opportunities that occur within activities & routines that are going well
- Use appropriate and effective child interventions

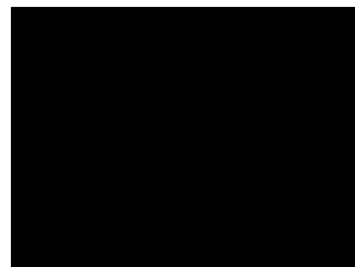
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## Principles of Family-Centered Participation-Based Service

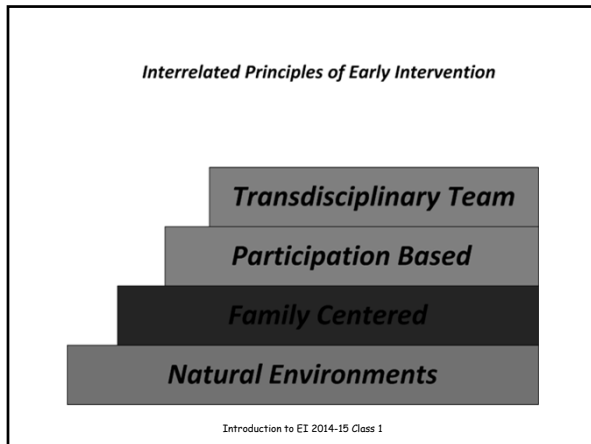
- Engage and teach families to enhance children's development
- Show families what their children are learning through progress monitoring data
- Use progress monitoring data to improve intervention
- Provide services in ways that are sensitive to family culture, values, & beliefs

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## What Does EI look like in Philadelphia?



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*Early Intervention Team Approaches*

<b>Multidisciplinary</b>	<b>Interdisciplinary</b>	<b>Transdisciplinary</b>
<ul style="list-style-type: none"><li>• separate assessment</li><li>• integration of findings and recommendations typically is left to the family</li><li>• plan is carried out by professionals independently</li></ul>	<ul style="list-style-type: none"><li>• separate assessment or may use arena assessment</li><li>• formal channels of communication to share findings and discuss individual results</li><li>• plan carried out by professionals independently w/collaboration of family</li></ul>	<ul style="list-style-type: none"><li>• may include arena assessment</li><li>• professionals teach others activities or intervention strategies that do not require the expertise of the therapist</li><li>• plan is carried out by family and one team member designated as primary service provider</li></ul>

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**4 Components of Effective Participation-Based Services**

- **Meaningful Outcomes for adults & children;**
- **Child Interventions** that promote participation and provide learning opportunities so that new skills are acquired and learned;
- Interventions that engage and **teach adults** strategies to help children participate and learn; and
- **Progress Monitoring** and use of progress monitoring information to show families how their children are learning and to make decisions about the benefits of interventions

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**Meaningful Outcomes for Adults & Children**

- **What are children's caregivers' priorities for**
  - Participation Outcomes
  - Functional Outcomes
- **What do children's performance/abilities look like**
  - In context of typical activities & routines
  - Out of context (tests alone)

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**Promoting Participation**

- **The way of promoting this goal is to teach caregivers child intervention strategies to use when interacting with their children in everyday routines/activities.**
- **When the activity/routine is not going well, the goal is to improve the activity/routine.**
- **When the activity/routine is going well, the goal is to embed learning opportunities within family-selected activities/routines.**

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Finding out what is important to caregivers

- Many ways -----
- Way we use in Philadelphia -- **Caregiver Assessment of Activities and Routines** tool
  - <http://jeffline.jefferson.edu/cfsrp/tlc/caregiver/>
  - <http://jeffline.jefferson.edu/cfsrp/tlc/pdfs/Caregiver%20Assessment%20of%20Activities%20and%20Routines.pdf>

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### Use the Caregiver Assessment of Activities and Routines

ROUTINE/ACTIVITY	EXPECTATIONS				COMMENTS	SATISFACTION				
	Exceeds	Meets	Occasionally Meets	Does not meet		Very	Is OK	Somewhat	Not	Did Not Ask
BATHTIME			X		Sitting in tub is problem; Slides under seat belt; does not hold him well enough. Enjoys play with tub toys.		X			
MORNING ROUTINE (getting up, getting dressed, etc.)			X		I dress him in the morning - no time and he can help but it takes too long. He wakes up happy and ready to go.		X			
BEDTIMES (getting ready for bed, going to bed, sleeping)		X			Watches video and then we read a book in his rocking chair; he enjoys both of these activities and falls asleep easily.	X				
MEALTIMES (appetite, level of assistance)				X	Does not finger or spoon feed; can help a little with cup; chews ok but not big pieces; Eats with us and can stay in highchair until everyone is done.			X		

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## Participation-Based Outcomes

**The goal of early intervention is participation!  
The act of participation is central to the statement.  
Activity/routine identified is specific.  
Skill is mentioned last.**

**Participate in \_\_\_\_\_ (activity) \_\_\_\_\_ (required skill)**

Examples:

- Jenny will participate in snack time by feeding herself.
- Michael will participate in play activities by using words so that his needs/wants can be met.
- Alexander will fully participate in dressing/going to bed by assisting in putting on and taking off his clothes and by making choices about clothing to wear.
- The family will promote Ruby's participation during mealtimes by using strategies to help Ruby make food choices and to feed herself with a spoon.

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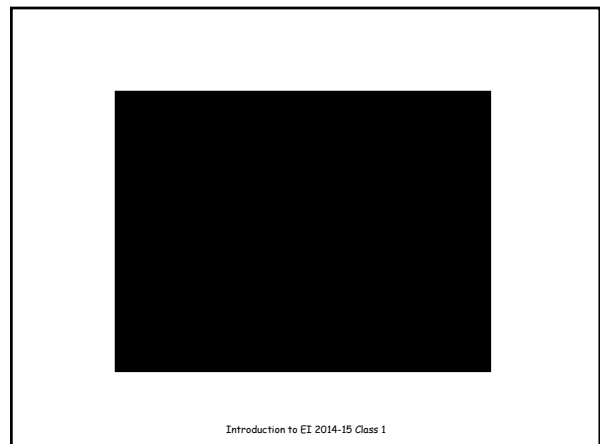
## Writing Participation-Based Outcomes

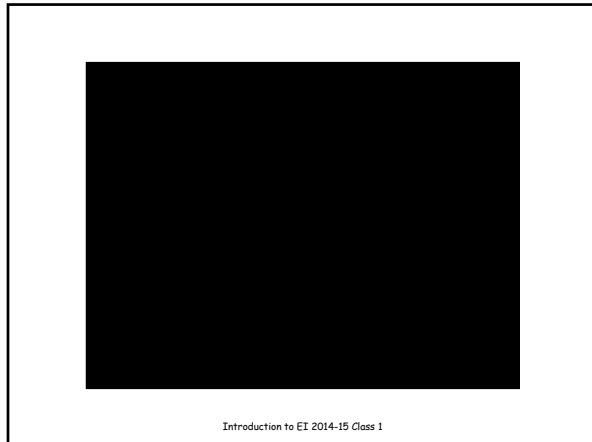
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### Embedding Intervention Strategies to Address What is Important to Caregivers

		Family Activities and Routines (Home, School/Child Care, Community)	
		Going Well	Not Going Well
Unable to do Functional Skill(s)	Can Learn Skills via person-focused intervention	YES	NO
	Needs supports (adaptations or AT) as intervention (context-based)	NO	YES

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### What might you try?

- Hilde is unable to bring the spoon to her mouth to feed herself so her mother feeds her meals separately since family mealtimes occur infrequently given the activities of the other 3 children and her husband's work schedule.
- One of the Harrison family's favorite activities is going to Walmart and looking around and shopping. One of the things that Ameya is unable to do is to walk well using her walker.
- Going to the grocery store is a huge chore and one that Julia does only after she gets paid. Her son Samuel carries on and wants everything in the store which he communicates by grabbing things off the shelves.

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### 4 Components of Effective Participation-Based Services

- **Meaningful Outcomes for adults & children;**
- **Child Interventions that promote participation and provide learning opportunities so that new skills are acquired and learned;**
- **Interventions that engage and teach adults strategies to help children participate and learn; and**
- **Progress Monitoring and use of progress monitoring information to show families how their children are learning and to make decisions about the benefits of interventions**

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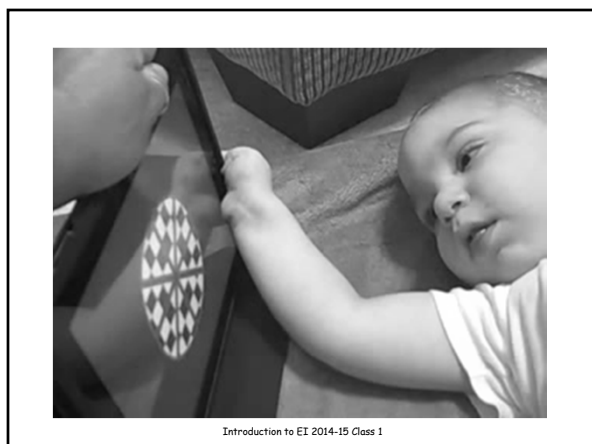
### CHILD INTERVENTIONS

Family Information about Routines/Activities, Priorities, & Concerns	Child's Present Abilities, Strengths and Unique Needs
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**Four Key Questions**

1. How do the child's limitations & strengths in functional skills impact on participation?
2. Can any limitations be addressed through ADAPTATION or AT interventions so that participation is improved?
3. Which activities & routines provide a context for IMPROVING which functional skills?
4. What strategies will be used to TEACH CAREGIVERS to use adaptations effectively or specific interaction & teaching strategies with the child?

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### 4 Components of Effective Services

- **Meaningful Outcomes for adults & children;**
- **Child Interventions that promote participation in everyday activities and routines and provide learning opportunities so that new skills are acquired and learned;**
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## Engaging Strategies

- High Interest: Problem/issue with which they need help
- High Importance Skill: Something the adult wants the child to do
- Ask adults to participate –
  - “Review” with you
  - Get toys and materials
  - Show you how to do something
  - Show you what a routine “looks like”
  - Collect “data”

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## What are Strategies for Teaching Caregivers?

- **Planned teaching** with opportunity for caregivers to practice
  - Caregiver works directly with the child and the provider gives feedback/suggestions (may also include provider demonstration with explanation) -- **CPF**
- Planned teaching with no opportunity for caregivers to practice
  - Provider & caregiver identify problem areas and jointly consider strategies; **PS**
  - Provider & caregiver share and discuss information **C**
  - Provider demonstrates how to use an intervention strategy, telling the caregiver why, when, & how to perform and use the strategy with the expectation that the caregiver is learning something specific during the demonstration. **DWN**

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## What are Strategies for **NOT** Teaching Caregivers?

- **Incidental Learning** (maybe the caregiver might learn something if s/he is really watching & paying attention and knows what to actually watch.)
  - Joint interaction with child (does not teach) – everyone is together but conversation is not about teaching/learning.
  - Working directly with the child – the provider works with the child and the caregiver is present but the provider is not telling the parent what is being done, how to do it, or why. Observation – the caregiver is watching what the provider is doing with the child but the caregiver is not interacting directly with the child.
- **No Caregiver Teaching – observation; parent not present or engaged; other (transitions; chit chat)**

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## Progress & Intervention Monitoring

- Children’s performance over time is clear to families – they understand how their children are doing.
- Information on child progress is used to make “data-based” decisions about the effectiveness of interventions being used.
- Information on child performance is used to document what is being done through EI.

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### Data Collection Tools we Use

- Photographs, videotapes, audiotapes
- Observation and reporting
- Permanent products
- Rating scales, focused checklists
- Ongoing or periodic performance samples
- Anecdotal records
- Interviews, surveys

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For more information on  
progress monitoring, take the  
online course at e-learning

<http://jeffline.jefferson.edu/cfsrp/elearning.html>

Title of course is Outcomes

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### Assignment Due at Class 2

- Assessment of Caregiver Activities and Routines
- Family Demographic Form
- Child's IFSP
- <http://jeffline.tju.edu/cfsrp/tlc/>

THANK YOU FOR YOUR PARTICIPATION.

**See you at Class 2!!**

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