

**Introduction to Early Intervention
in Philadelphia:
Providing Family-Centered Participation-
Based Services within Everyday
Activities and Routines**



Class 2

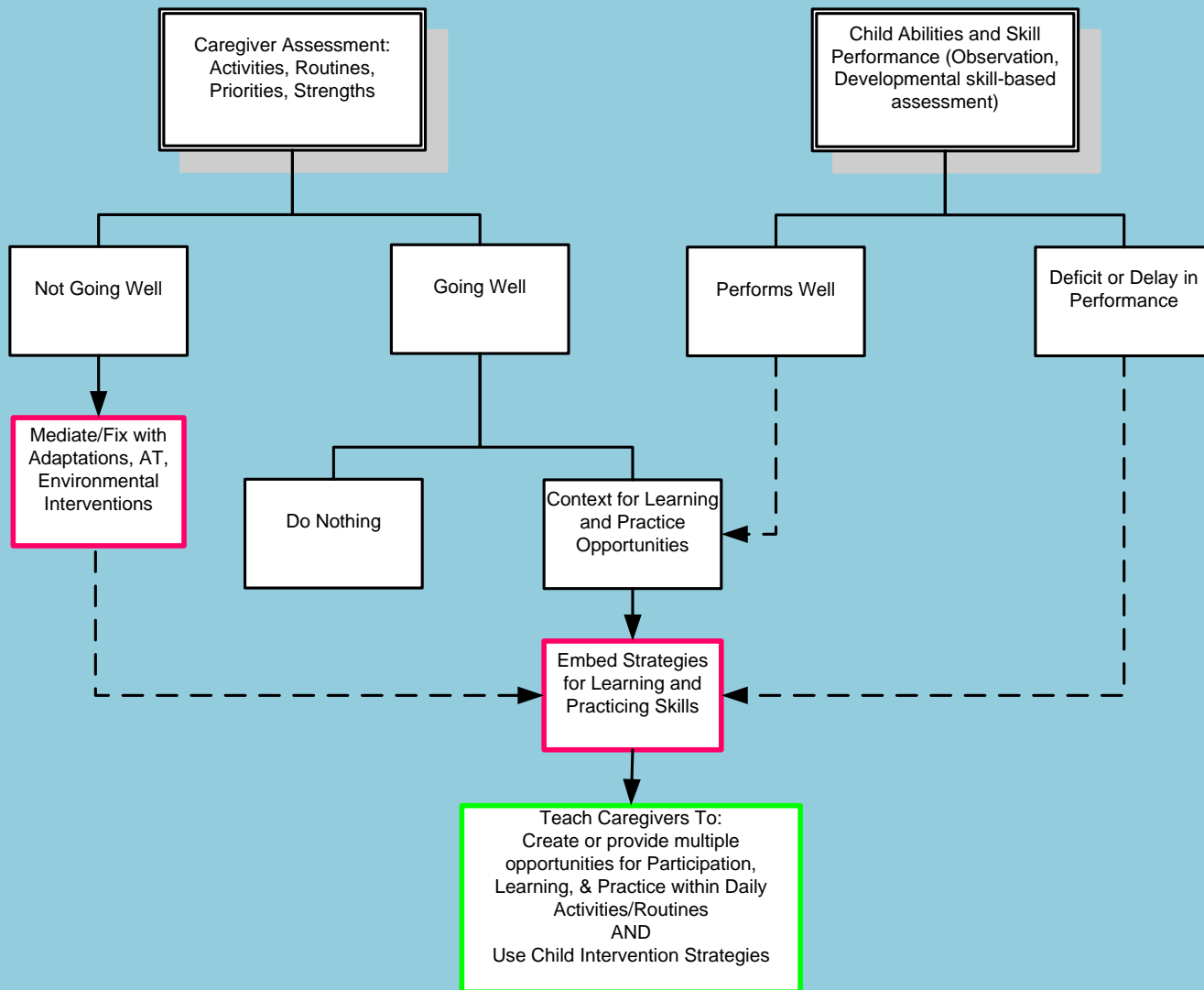
4 Components of Effective Participation-Based Services

- **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;**
- **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; and**
- **Interventions that engage and teach adults strategies to help children participate and learn.**

Assessment of Family Activities & Routines

- Did you learn anything you didn't know about the family's typical activities and routines?
- Did anything surprise you?
- How have you used this information in your work with families and children?

Intervention Decision-Making



Adaptations and Assistive Technology Interventions



Use Adaptations and Assistive Technology...

- To help caregivers “fix” activities and routines that are going poorly
- To provide opportunities for new learning and participation in activities and routines that are going well.

Adaptations

- When children have capacity challenges (impairment or delay) adaptation interventions can promote participation
- We don't have to wait for a child to acquire certain skills in order to participate
- Adaptations are a bridge between what is required to participate and what a child can do independently
- When participation is enhanced through adaptation interventions it becomes possible to embed learning and practice opportunities for new skills

When are Adaptations called AT?

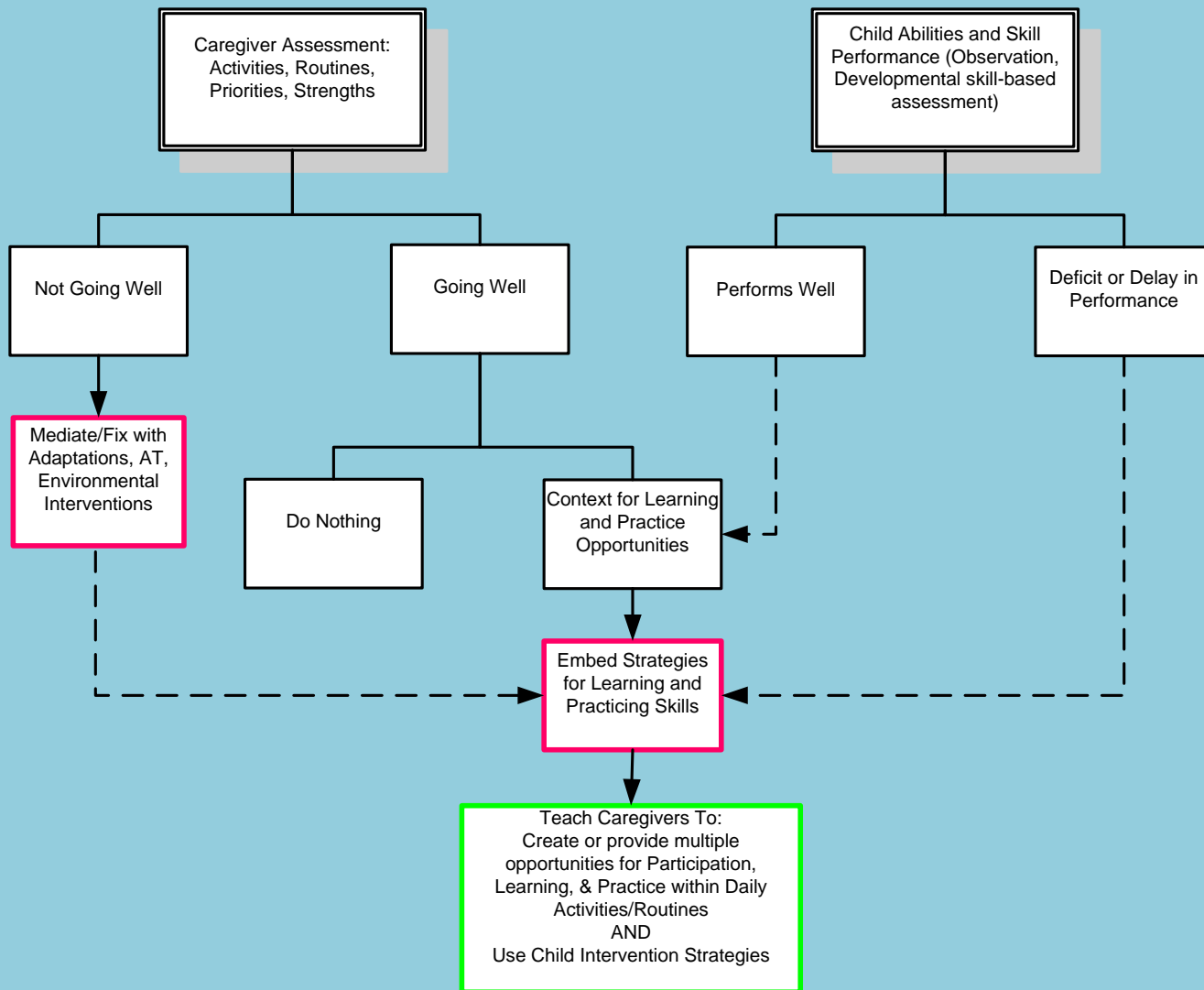
Individuals with Disabilities Education Act

- *Assistive Technology* is defined as "any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability." (34CFR 300.5)
- Surgically implanted medical devices are excluded from this definition (e.g. cochlear implants).

Adaptation Hierarchy Level	Examples of Environmental Modifications
Adapt Set-Up of Environment	<ul style="list-style-type: none"> • Place all unsafe materials (such as cleaning solutions) in a locked cupboard. • Have a picture schedule posted for key activities/routines so the child can prepare for the next step • Reduce ambient noise levels by shutting windows to reduce distractions
Adapt/Select “Equipment”	<ul style="list-style-type: none"> • Use boppies and bean bag chairs in a child care program so that children can sit with support • Use page fluffers so a child can participate in storytime by turning the pages • Provide a loop tape device so a child can request turns
Equipment/ Adaptations for Positioning	<ul style="list-style-type: none"> • Obtain an off-the-shelf toilet chair in which a child can sit comfortably and safely • Use a stander so that the child can work with others at the sand table

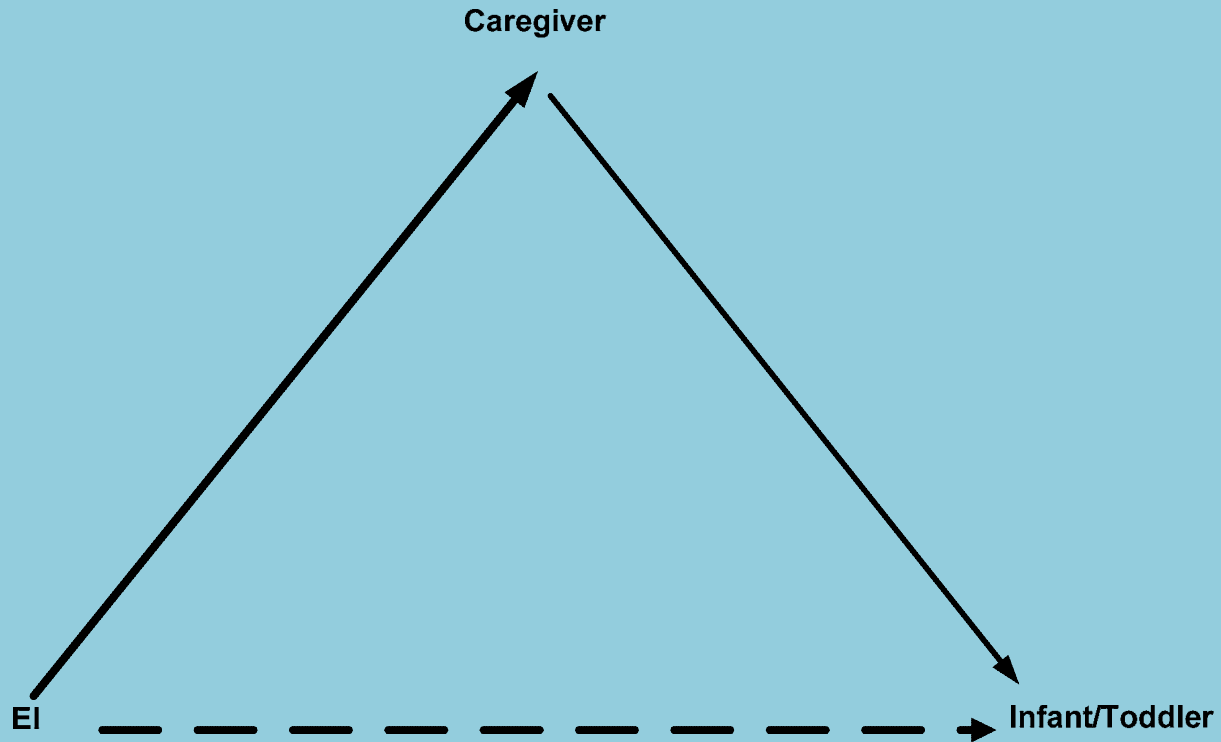
Hierarchy Component	Examples
Adapt Schedule	<ul style="list-style-type: none"> • Allow longer times for mealtime so that a child who needs more time to self-feed will have enough time to complete the meal
Select or Adapt Activity	<ul style="list-style-type: none"> • Read a story using props so that children may participate actively while listening • Make riding toys a part of outside play so that all children can ride.
Adapt/Select Materials & Toys	<ul style="list-style-type: none"> • Purchase an off-the-shelf puzzle with knobs so that the child can complete the puzzle independently • Attach a switch to a toy so that the child can play with the toy independently • Create a picture communication board for use in a favorite restaurant so the child can make food choices
Adapt Requirements or Instructions	<ul style="list-style-type: none"> • Allow a child to self-feed for the beginning of the meal and then feed the child for the remainder • Read 2 very short stories and require a child who has difficulty attending to attend for one story only, or for part of a story • Encourage a child to use alternative means of communication while they are learning to talk (e.g., signs, communication boards)

Intervention Decision-Making



ROLE OF EARLY INTERVENTIONIST

EI providers teach caregivers on behalf of the child. The primary focus is on promoting the child's participation and learning, but the primary mechanism for effecting change is through the caregiver



A Teacher of Others

- EI providers are typically trained to teach and work with children and while all are comfortable interacting with caregivers, they are not necessarily prepared to teach caregivers how to teach their children
- Some caregivers are easier to engage and teach than others. EI providers may need additional strategies to be successful in engaging all families
- Teaching the caregivers is essential to success of interventions because it is the caregivers, not the provider, who spend the most waking hours with a child

What does it mean to be a teacher of others?

- What is the purpose of teaching?
 - Participation-based outcome
- Who is being taught?
 - Caregivers
 - Other team members
- What are they learning to do? (what is the content/intervention being taught?)
- How are they being taught to do it?

Format for Provider as Teacher

- Planning
 - Understand the activity/routine in the caregiver's context (via Caregiver Assessment of Activities and Routines, observation, informal conversations)
 - Select strategies for the caregiver (or caregiver and PSP) to implement with the child to enhance children's participation in targeted activities and create/embed learning opportunities in others
- Teaching
 - Teach caregiver (or caregiver and PSP) to implement strategies
- Evaluating/Reflecting
 - With caregiver (or caregiver and PSP), review strategies and make needed adjustments to promote the child's participation and learning
- Monitor Progress
 - With caregiver (or caregiver and PSP) develop a format for monitoring progress

Planning Activities and Routines with Caregivers

- Planning how to meet child's outcomes within child's (and caregivers') activities/routines is key to the intervention process.
- Through the Caregiver Assessment of Activities and Routines, you and caregiver will identify the target activity(ies)/routine(s).
 - What challenging activity/routine does the caregiver want assistance in improving so the child can participate more fully?
 - What enjoyable activity/routine can serve as the context for embedding learning opportunities for the child?

Planning Activities and Routines with Caregivers

- To select effective interventions, you have to first understand how activities/routines unfold for that particular caregiver/child dyad.
- Understanding includes:
 - Steps you see in the activity/routine;
 - What successful intervention strategies the caregiver (or caregiver and PSP) are using to meet child's outcome for each step;
 - Problems you see in any of the steps.

Planning Activities and Routines with Caregivers

- Similarly, caregivers need to understand the steps and processes in the activities/routines in order to both change their behavior (as needed) and to support their child's achievement of outcomes.
- Ways to understand activities/routines
 - Caregiver Assessment of Activities/Routines
 - Informal discussions
 - Observation

Teaching Strategies to Build Caregivers' (and PSP's) Capacity

Intentional Teaching with opportunities for caregiver to practice and receive feedback

When giving feedback, consider:

- Comment (“That went very smoothly, you said the word and then Sara tried to say it too”)
- Reinforce (“That worked well, you knew just when to give Jonas support so he didn’t fall over)
- Hypothesize (“I wonder what would happen if you...”)

You can also use:

- Guided Practice (turn taking of provider demonstration/explanation of strategy & caregiver opportunity to practice/receive feedback)

Teaching Strategies to Build Caregivers' (and PSP's) Capacity

2. Intentional Teaching without opportunities for caregiver to practice

- EI and caregiver share/discuss information
- EI and caregiver identify problem areas and jointly consider strategies

What are commonly used strategies that are not considered intentional teaching?

- EI demonstrates but does not provide verbal narrative (explanation); the primary focus is on the child and the caregiver is passively observing
- Provider and caregiver interact jointly with (and teach) child but provider does not provide suggestions or feedback

In Summary

4 Components of Effective Participation-Based Services

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- **Interventions that engage and teach adults strategies to help children participate and learn.**

Assignment 3: To be mailed prior to class 3

- Assignment:
 - Video 2 (20 mins)
 - Planning and Reflection Form (in packet and on <http://jeffline.tju.edu/cfsrp/tlc/>)
- Brook Sawyer, Ph.D., Child & Family Studies Research Programs, 130 South 9th Street, 5th floor, Philadelphia PA 19107.
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THANK YOU FOR YOUR PARTICIPATION.