

Sharing A Vision
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**Everyday Stuff in Early Intervention:
Reflecting on Family Routines, Rituals, & Resources**



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My Notes & Next Steps

Reflecting on Routines

Please list all of the things that fill your day, from the time you wake up until the time you go to bed as they would normally occur. (Get up, shower, choose clothes, check email, eat breakfast, commute to work, stop for gas & coffee, early intervention visit at child care center, IFSP meeting, early intervention consult visit, lunch while driving, etc.....) Be as specific as you can.



____ : ____ o'clock



____ : ____ o'clock



____ : ____ o'clock



____ : ____ o'clock



____ : ____ o'clock



____ : ____ o'clock



____ : ____ o'clock



____ : ____ o'clock



____ : ____ o'clock



____ : ____ o'clock



10 Step Program to Decrease Toy Bag Dependence

1. **Functional Assessment:**

Identify materials and toys already available and likely to be engaging while visiting. Plan ahead to incorporate those materials / routines into next visit.

2. **Using Existing Social and Daily Routines:**

Join careprovider and child in activities occurring throughout the household / center when you arrive.

3. **Futures Planning:**

Plan activities / routines for your next visit before leaving. Joint identification supports problem solving, partnerships, and allows selective choice of any necessary materials.

4. **Community Based Training:**

Plan a special activity with careprovider - a trip to the park, a walk around the block, gardening, making pudding.

5. **Peer Mediation:**

Organize a play date with other children and careproviders.

6. **Milieu Strategies:**

With permission of family, ask the child to show or get toys or preferred objects in bedroom, toy room, or another area of the house where child's things are and routines occur. Follow child's lead and move into other areas.

7. **Fading Strategy:**

Decrease the size of bag. Choose 1 to 2 toys that support acquisition or generalization of specific outcomes to include in the bag for the visit.

8. **Systematic Desensitization:**

Leave toy bag by the door. Join the child's activities. Use the toy bag only when and if needed. (The next step is to leave the bag outside and then in trunk or under seat in car.)

9. **Hybrid Approaches:**

- **Forgetfulness:**
Walk in empty handed. Ask child, "What's wrong?" Wait.
When child responds, ask, "I forgot. What else should we do? What do we need?"
- **Choice Making:**
Put materials common to household in toy bag. Ask child (careprovider), "Isn't this like yours? Should we use yours or mine? Show me how you do it?"
- **Sabotage:**
If child really likes toy bag approach, take in an empty bag and fill it with child preferred objects of interest/toys.

10. **Generalization:**

Demonstrate use of a toy that includes opportunities to practice a skill such as putting objects in small spaces (e.g. putting pieces into Mr. Potato Head). Then look around the home for toys or other materials that could provide additional practice for the same skill.





Therapists as Collaborative Team members for Infant/Toddler Community Services

Thinking Differently about Therapy Materials

Catherine Knickerbocker, P.T.

Have you ever been in a child's home providing therapy and wished silently you had that piece of equipment you always used at the clinic? You know, the nesting benches that were so versatile (but like nothing the parent had at home to follow through with) or that perfect little shape sorter or half-roll? But wait, look around, there probably are some great things in that child's home to integrate into therapy if we think outside the lines.

We'll give you some ideas to get started, then you can email us with your favorite ideas for a future newsletter. The differences in our various cultures and geographic settings should make this interesting.

Try:

- **The sofa without the cushions**, use it to pull to stand (lower surface), sit on (lower), jump off use the cushion to walk on uneven surface, different texture, jump on (ask Mom first!)
- **Diaper box or package (with diapers in it)**: as a bench seat, a chair for the coffee table, step-up, step down, jump off, etc.
- **The remote control**: great for finger isolation, motivation to roll, reach, crawl or walk to, etc.
- **Rolling chair**: some dining room chairs have wheels-use it as a "walker"
- **Window sills**: pull up and hold-look out and "talk", make kisses on the glass (after offering to wash them off, of course!)
- **Need another ball?** crumple a full sheet of newspaper, magazine page, advertising flyer into a "ball", or roll a sock into a ball, secure if needed with a rubber band, hair band, shoe lace. You can throw or kick it and if it's lost? No problem.
- **Want to do some threading?** use a shoe string or a straw to string objects onto-rings, pasta, milk carton caps, etc.
- **Want a shape sorter just the right size?** use plastic lids from Pringles can or powder drink container, cut shape of circle in one for lids off drink containers, use a second lid with square cut-out for blocks.
- **Borrow one of mom's spice jars** for screw/unscrewing lids, pouring, smelling, yummmmmmm!
- **Magnets and pictures on the refrigerator**: to point to, reach for, talk about, name,...





- **“Talk”:** about the various objects on the coffee table, book shelf, curio shelf, wall, in the fridge while in a practice position - it’s great to engage the child and supports transdisciplinary goals.
- **The kids all time favorite:** my name tag! No matter the kind or how it is worn, it works great as a visual aid, to reach, roll, sit, reach, turn, crawl, walk - it gets washed more than any toy and it’s always available!
- **Making a Bolster:** use a rolled towel, blanket, pillow.
- **Working on Balance:** walk on the garden border rails, jump off, step over them. Lining up catalogs, phone books, cushions or pillows from the couch add different surfaces to step on or over.
- **Balancing in Real Life Routines:** dressing skills in sitting or standing also works on balance... try: shorts, shoes, or a bathing suit!
- **Using Containers in Routines:** use an ice cream bucket or other pail to carry, put objects in, take objects out, turn upside down, hide objects under; this incorporates many fine and gross motor skills into family chores... use any objects appropriate to routine- barrette, comb, wash cloth for bathroom activities, lids, spoons, plastic containers for kitchen activities.
- **Strengthening Fine Motor Skills:** is it nice outdoors? Pull the blades of grass, take apart flowers or acorns, pick up pebbles and place them in a leaf to carry, pick and smell the flowers.
- **Supporting Standing:** pull out a dresser drawer at desired support height to pull to stand, cruise, reach, use for balance while dressing, take items out of the drawer, stoop to retrieve items from the floor.
- **Take a Plastic Grocery Bag:** one for you and one for the child, let the wind fill in and run with it; let go of the bag in the wind and chase it [to encourage faster walking or running].
- **Carry your Bag filled with your “Treasures”:** have a child reach high for some and pick up some from the ground. This incorporates words and following directions into your treasure hunt.
- **Need some Motivators?:** Get mom or dad to walk to, crawl to, turn to... Siblings of all ages are great helpers, idea people, and motivators.
- **The Pet:** use for mobility, language, reach, touch.
- **Sensory Materials:** look around for family preferred sensory materials: dried beans to scoop, feel, pick up and put away.
- **Squishy Toy:** fill a rubber glove and tie or rubber band the end.
- **Music:** “dance” to the music on the CD or the commercials on the TV rather than be annoyed.

Still stumped? - problem solve with Mom, Grandma, Dad, about what you are trying to do. Give a good description of what you might need - they often are very creative and good problem solvers, especially some whom you don’t give enough credit to! Often the child will teach you how to use an object “differently,” keep your eyes and thoughts open!



QUESTIONS FOR ELICITING FAMILY INTERESTS, PRIORITIES, CONCERNS, AND EVERYDAY ROUTINES AND ACTIVITIES ¹

July 2012

Gathering information from families regarding their interests, priorities, concerns and everyday routines and activities is best accomplished through conversations with families rather than through a formal interview or solely by the family completing out a needs assessment form. Gathering this information is critical in order to develop meaningful child and family outcomes/goals and to design intervention strategies that build on family strengths and capacity. The following questions are the kinds of questions that can be used in conversations to elicit family responses:

- ☐ Can you tell me about your day?
- ☐ What happens most mornings? Afternoons? Nights? Weekends?
- ☐ Where do you and your child spend time?
- ☐ What activities do you and your child like to do (e.g., hiking, going on picnics, playing games at home)?
- ☐ What activities do you and your child have to do on a regular basis (e.g., go to the store, give kids a bath, feed the horses, prepare meals, walk the dog)?
- ☐ What are activities that you and your child have to do?
- ☐ What are your child's interests?
- ☐ What does your child enjoy and what holds your child's attention? (e.g., people, places, things such as toys, dog, being outside)
- ☐ What makes your child happy, laugh and/or smile?
- ☐ What routines and/or activities does your child not like? What makes this routine and/or activity difficult and uncomfortable for your child? What does your child usually do during the routine/activity?
- ☐ Who are key family members, other caregivers, or important people who spend time with your child and in what settings does this occur?
- ☐ Are there activities that you used to do before your child was born that you would like to do again?
- ☐ Are there new activities that you and your child would like to try?

The focus of intervention has been shifting from the practitioner as the expert with the toy bag as the means for enhancing the child's learning and development. Intervention strategies now focuses on enhancing family/caregiver capacity and competence in facilitating their child's learning through naturally occurring learning opportunities and participation in routines and activities that families "need and want to do". Strategies used in

¹ Questions were compiled from resource materials by Robin McWilliams, Juliann Woods, Barbara Hanft, M'Lisa Shelden and Dathan Rush by NECTAC 2005

intervention should build on the strengths and interests of both the child and family/caregivers. Intervention sessions incorporate opportunities to reflect with the family/caregivers on what is working and where additional problem solving may be needed. As a result, conversations with families and caregivers need to occur during each session in order to provide appropriate support and enhance family/caregiver capacity. The following questions are the kinds of questions that can be used in conversations to elicit family/caregiver responses during intervention sessions:

- ❑ How have things been going since my last visit?
- ❑ Do you have anything new you want to ask about?
- ❑ Is there a time of day that's not going well for you?
- ❑ What would like help with? What supports would be helpful for you and your child?
- ❑ What have you thought about doing or trying?

When families/caregivers identify a specific challenge, the following questions can be used to facilitate problem specific with them:

- ❑ What have you tried?
- ❑ What has worked for you in the past? What hasn't worked?
- ❑ When does this behavior occur?
- ❑ Who is involved?
- ❑ What happened when . . . ?
- ❑ What do you mean by . . . ?
- ❑ What do you want to see happen?
- ❑ I remember when you did . . . for . . . , do you think something like that might work for . . . ?

The following general statements can promote discussion and more information:

- ❑ Tell me more . . .
- ❑ Tell me more about . . .



On Becoming a Family-guided Activity Based Interventionist...

Circle the number that most closely describes your behavior for each component on the continuum of “family-guided activity based early intervention”. Please do not worry about your score. Different situations require different skills. Becoming family-guided evolves with time.

1. Identifying Routines

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|--|
| I know activities that work for the child. I do what I know in my intervention session. | | I incorporate a few of the child’s and family’s activities into my intervention plan. | | We use any and all activities and routines the family identifies as preferred. Learning can and does occur anytime...all the time. |

2. Activity Settings

| 1 | 2 | 3 | 4 | 5 |
|--|---|--|---|---|
| I do what I want to do in my designated space. | | We work and play in a comfortable space and suggest strategies for other places. | | Teaching and learning occurs within the activities and the environment of the child and family. We do Wal-Mart, windows, and walks. |

3. Intervention Model

| 1 | 2 | 3 | 4 | 5 |
|---|---|--|---|---|
| I do what I do with the child. I tell the careproviders what I did and what they should do. | | I model strategies while I work and play with the child and offer suggestions to careproviders so they can do what I do. | | Careproviders are the primary providers. I join their activity and share information and ideas that increase their confidence and competence. |

4. Appropriateness of Intervention

| 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|--|
| I do what I do; it works for me so it’s right for you. | | I use a variety of intervention strategies that I believe are appropriate and show the careproviders how to use them. | | Careproviders demonstrate the routine or activity, and we “brainstorm” the most effective and comfortable strategies for the dyad and outcome. |

5. Progress Monitoring

| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| I count what I do while I do it and summarize it in a report. | | I ask you what you did. I check how we’re doing, and I tell you where to go next. | | We observe and share skills used functionally to ensure success and to plan for the future. |

6. Team Approach

| 1 | 2 | 3 | 4 | 5 |
|---|---|--|---|---|
| I do what I do, and you don’t do what I do. | | I share my plans and progress with team members and incorporate their suggestions. | | We do what the child and family chooses by teaching, learning, and supporting each other with consistent communication. |

Cripe, J. & Jones, D. (1998). Adapted from Transdisciplinary and collaborative teams for infant/toddler community services. Valdosta, GA: Project TaCTICS.



Resources to Learn More about Routines-Based Intervention

- Center for Early Learning Literacy www.earlyliteracylearning.org Practice Guides with Adaptations give ideas on how to make literacy learning activities accessible for young children with disabilities.
- Center on the Social Emotional Foundations for Early Learning <http://csefel.vanderbilt.edu/resources/family.html> *Teaching Your Child to Become Independent with Daily Routines; Make the Most of Playtime; Practical Strategies for Teachers and Families*
- Coaching in Early Childhood <http://www.coachinginearlychildhood.org>
- CONNECT Modules, <http://community.fpg.unc.edu/> Handout 1.12 Activity Matrix; Handout 5.3 Examples of Assistive Technology Adaptations
- Dunst, Carl J. and Bruder, Mary Beth. *Family and Community Activity Settings, Natural Learning Environments, and Children's Learning Opportunities*. Children's Learning Opportunity Report Volume One, Number 2. Center for Dissemination and Utilization, Orelena Hawks Puckett Institute. <http://everydaylearning.info>
- Early Childhood Learning & Knowledge Center (ECLKC) <http://eclkc.ohs.af.hhs.gov/hslc>
- Everyday Times Newsletters found at www.poweroftheordinary.org/et/index.php
- Evidence Based Practices <http://www.evidencebasedpractices.org>
- "EZ AT 2 Simple Assistive Technology Ideas for Children Ages Birth to Three: A Guide for Increasing Young Children's Participation in Daily Activities and Routines" found at Tots N Tech <http://tnt.asu.edu>
- Family Guided Approaches to Collaborative Early Intervention Training & Services (FACETS) <http://www.facets.lsi.ku.edu/index.html>
- Family Guided Routines Based Intervention (FGRBI) <http://fgrbi.fsu.edu>
- Therapists as Collaborative Team Members for Infants/Toddlers Community Settings (TACTICS) - <http://tactics.fsu.edu/>
- Workgroup on Principles and Practices in Natural Environments (Final Draft 11-07). OSEP TA Community of Practice- Part C Settings Services in Natural Environments Documents, "Seven Key Principles: Looks Like/Doesn't Look Like" http://www.nectac.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_o8.pdf
- Workgroup on Principles and Practices in Natural Environments (Final Draft 11-07) *Agreed Upon Practices for Providing Early Intervention Services in Natural Environments*. OSEP TA Community of Practice- Part C Settings. <http://www.nectac.org/topics/families/families.asp>
- Zero to Three www.zerotothree.org Resources for families and professionals

If My "Talk" Is...

If My Talk Is... Learning activities and opportunities must fit into the routines of the child & family...

Then what am I doing or could I be doing in my work with families to support this?

I can "walk the talk" by...

If My Talk Is... Learning happens within meaningful relationships...

Then what am I doing or could I be doing in my work with families to support this?

I can "walk the talk" by...

If My Talk Is... Learning activities and opportunities must fit into the routines of the child & family...

Then what am I doing or could I be doing in my work with families to support this?

I can "walk the talk" by...

