Getting into the Routine: Building Family Capacity Through Routine Based Intervention

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Let’s talk about strategies for developing relationships that support capacity building

And incorporate adult learning principles

That facilitates embedded intervention in meaningful activities and routines

Using instructional and coaching strategies that match the child and family priorities
If you want Intervention to look like:

- Multiple routines
- Multiple strategies
- Multiple caregivers participating
- Embedded throughout the day
- With functional outcomes....

THEN....Start at the beginning with CAREGIVER PARTICIPATION
Caregivers say:

- Service providers don’t clearly define what a routine is and is not, what embedding means, or how they are going to learn what to do.

- They don’t know which routines or activities to share or why they are important.

- Assessments are professionally driven with standard educational practices... not linked to intervention...or the family’s priorities.

- They tell people multiple times... and the information is not used... immediately.

- The jargon is overwhelming and they worry about:
  - Saying the wrong thing or being judged
  - Altering the relationship with the EI
Strategies to Make Connections: 10 things to do on every visit

- Focus attention to caregiver priorities
- Use child interests and family preferred routines: Build on what works
- Join in…don’t “just do it”
- Demonstrate using meaningful, concrete examples
- Use multiple formats appropriate to diverse learners
- Be systematic in sharing information and following up with opportunities for reflection
- Use caregiver’s preferred learning styles for practice and feedback
- Provide strategies to support between visit success: visuals, lists, summary
- Problem solve how to expand routines with new settings, materials, people
- Repeat and double check again and again and again
Core Principles of Adult Learning

- Learning is sequential and situational
- Clear, measurable and value-driven indicators increase consistency of performance
- Active participation with increasing independence and ownership is essential
- Systematic approach with repetition in a variety of contexts supports generalization
Home Visit Format: SS-OO-PP-RR

- **Setting the Stage: Caregiver as Decision Maker**
  - Engage caregiver to identify priorities, routines, intervention strategies, and outcomes to target for visit
  - Gather updates and share developmental information
  - Explain (emphasize) importance of everyday activities and caregiver’s role

- **Observation and Opportunity to Practice: Meaningful Engagement within Context**
  - Watch interactions between parent-child dyad prior to coaching
  - Facilitate opportunities for caregiver to practice and be successful with intervention strategies
  - Support contextual match between context, caregiver, outcome, strategy

- **Problem solving and Planning: Metacognitive Interaction**
  - Dialogue and discuss within and at the end of each routine
  - Identify alternatives to support teaching and learning opportunities
  - Plan for intentional embedding of interventions in diverse family routines and activities

- **Reflection and Revision: Self Evaluation and Commitment**
  - Encourage caregiver to identify successes and challenges
  - Support self evaluation and adjustments based on assessment
  - Summarize next-steps
Routines offer the most teaching and learning for children and adults when they are:

- Reciprocal
  - Joint attention
  - Reversible roles

- Expandable and contractible
  - Time and number of opportunities
  - Types and number of targets

- Logical and predictable
  - Provide “anchors” for adults

- Flexible for generalization

- Motivating (both child and adult)

- Developmental (grow with child)
Strengthening Skills in Identifying and Expanding Routines and Activities

- Broaden your definition of routines
- Use the framework of your home visit to identify routines
- Practice thinking out of the IFSP/IEP boxes
- Shop for ideas while completing the tasks of your everyday life
- Survey the family for special interests or activities regularly and using varying formats
- Complete an environmental scan of your own routines and materials to use as suggestions
- Complete an environmental scan during a home visit and ask open-ended questions
- Solicit ideas from families… you’ll never run out of routines!
## Family Guided Routines Based Intervention

**Child’s Name:** ____________________________  **Date:** ____________________________

### Family Routine Categories

<table>
<thead>
<tr>
<th>Play Routines</th>
<th>Caregiver Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play with objects/constructive play</td>
<td>Comfort/disability related routines</td>
</tr>
<tr>
<td>Pretend play</td>
<td>Dressing related routines</td>
</tr>
<tr>
<td>Physical play</td>
<td>Hygiene related routines</td>
</tr>
<tr>
<td>Social games (roles)</td>
<td>Food related routines</td>
</tr>
</tbody>
</table>

### Pre-academic Routines

<table>
<thead>
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<th>Community and Family Routines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading with books</td>
</tr>
<tr>
<td>Songs and rhymes</td>
</tr>
<tr>
<td>Computer, TV, video</td>
</tr>
<tr>
<td>Writing/drawing</td>
</tr>
</tbody>
</table>

FGRBI is a project of Florida State University
Theo’s Hand Washing Routine - Embedded Communication Targets

Why Hand Washing for Theo?
- Occurs frequently throughout the day
- Is brief and predictable
- Chance for 1-1 interaction with caregiver
- Meaningful and functional context

What Targets Match Theo and Routine?
- Joint attention, looking at partner,
- Request water, soap, towel,
- Take turns gesturing and imitating actions (e.g. point, wave, brush teeth)
- Initiate and imitate words (e.g. label)
- Respond to directions
Embedding includes:

- Target(s) for the child
- Contexts: routines, activities, events
- Strategies for intervention with the child
- Coaching strategies for parent
- Opportunities for practice
Theo and Mom in the Bathroom- Theo’s Embedded Intervention Opportunities

Place
Bathroom
Identified Routine
Hand Washing
Learning Opportunities

Joint attention, Request water, soap, towel, Wash hands independently, Take turns vocalizing and imitating actions; Initiate and imitate words; Respond
Strategy Choice

- Observations of caregiver in multiple routines to determine current strategy use - use what works best and build capacity

- Joint problem solving to identify “best fit options”
  - Build on what caregiver already does with enhancements (increase frequency, quality, etc)
  - EBP indicators use would likely enhance child performance
  - Practice and discussion of pros and cons, comfort

Goal: Most impact for child with least amount of change for caregiver
Foundational Teaching and Learning Principles

- Use developmentally appropriate and preferred learning environments and materials
- Provide contextual support
  - Engage the child
  - Provide attention
  - Follow the child’s lead
- Expect participation
- Scaffold for success
- Establish routines
  - Combine new and familiar routines
Theo and Mom in the Bathroom - Mom’s Intervention Supports

Responsive Strategies:
Predictable Routine, Face to Face, Attention, Interesting activity and objects, Talking about what is happening, Repetition, Turn taking, Roles, Follow his lead

Waiting, Sabotage, Contingent Imitation
Specific responsive and directive intervention strategies

- Contextual support
- Increasing opportunities with activities & environmental arrangements
- Model/request imitation
- Waiting/time delay
- Prompts & cues
For Learning to Occur *Efficiently*

- Child must engage with the environment
- Child and caregiver must interact contingently with each other
- Caregiver must mediate the physical and social environment for the child, thus linking the child’s engagement to the environment
- Opportunities must be intentional
- Practice must be sufficient within each routine, across routines, and throughout the day
- Teaching must be systematic...functional, meaningful, motivating and accurate
Theo and Mom in the Bathroom - EI- SLP Coaching Strategies

**Recipe for Success**

### Banana Pudding

- Pudding mix
- Milk
- Bananas
- Bowl and Spoon

### Adult Learning in EI

- Initial engagement must connect current knowledge with context and previous experience
  - Start where they are with what they know
- Knowledge must be organized in an authentic framework that facilitates retrieval and application
  - Change as little as possible for maximum impact
- Metacognitive approach increases deeper knowledge and control of learning
  - Thinking and talking about what, why, when & how increases use and expansion
- Assessment of learning must be frequent and relevant
  - Honest, thoughtful feedback improves performance
Coaching Cycle

Preparing
- Conversation and information sharing
- Observation
- Direct teaching
- Demonstration

Application & Feedback
- Joint interaction
- Guided practice with feedback
- Caregiver practice with feedback

Mastery
- Problem solving
- Reflection
Consultation tools …
what we know so far

- Direct teaching is important (but rarely done) (Campbell & Sawyer, 2007; Hebbeler, Spiker, Morrison, & Mallik, 2008; Peterson, Luze, Eschbaugh, Jeon, & Kantz, 2007)
  - Most adults need it sometimes! It should be matched to purpose and caregiver’s learning preferences. (Bransford et al., 2000; Dunst & Trivette, 2009)

- Demonstrations (modeling with explanations) should be followed with practice and problem-solving to insure “best contextual match” for adult, child and routine (Bransford et al., 2000; Dunst & Trivette, 2009)

- Guided and caregiver practice with feedback results increased caregiver leadership (Friedman & Woods, 2009)

- When problem solving and planning are integral to the session (fidelity component) rates of occurrence increase (preliminary data- KTTP, 2009)
Caregiver Reported Key Learning Strategies (in order identified)

- Problem solving with provider
- Demonstration by provider or video of other parent using strategy
- Discussion of pros and cons to make a good match between strategy, outcome, routine and child interest during planning
- Time to talk about the data
- Practice with feedback
- Video feedback

Reflection

- So what do you think?
- What are you doing that works for you?
- What would you like to do more of? What appeals to you as possibilities?
- What doesn’t make sense to you or seem possible?
- What would make it seem more feasible?
Thank you so much.
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The End!